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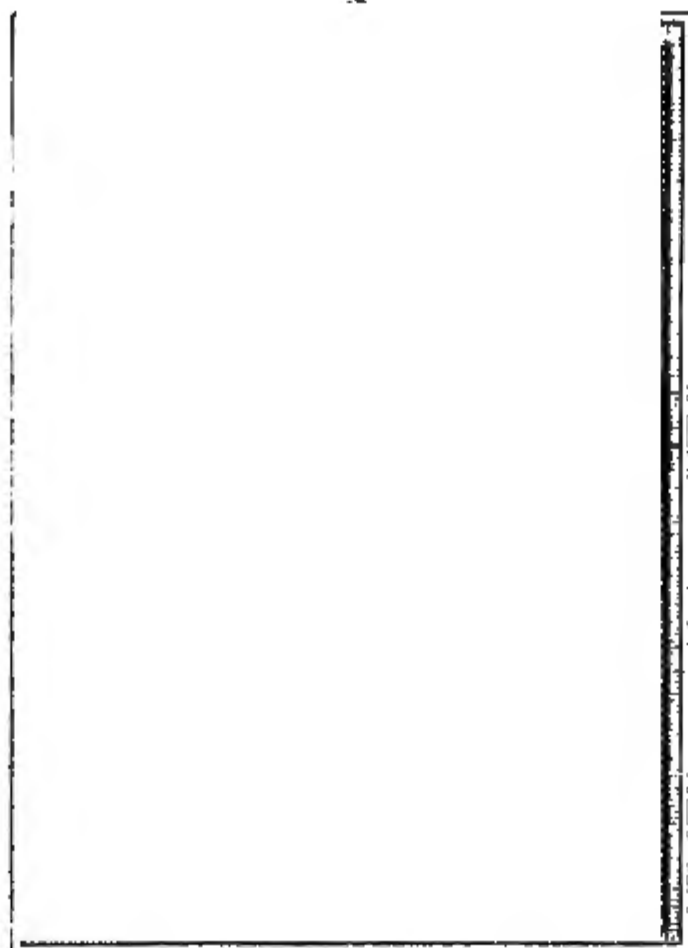
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STATE OF NEW YORK.

No. 53.

IN SENATE,

April 26, 1877.

REPORT

OF THE OFFICERS APPOINTED BY THE PRESIDENT
OF THE UNITED STATES TO EXAMINE AND REVISE
THE EXTERIOR PIER AND BULK-HEAD LINES OF
THE HARBOR OF NEW YORK, ON THE STATEN
ISLAND SIDE.

STATE OF NEW YORK :

EXECUTIVE CHAMBER,
ALBANY, *April 26, 1877.* }

To the Legislature :

I have the honor to transmit herewith a report of the officers appointed by the President of the United States to examine and revise the exterior pier and bulk-head lines of the harbor of New York, on the Staten Island side, in accordance with a concurrent resolution of the Senate and Assembly, adopted in the year 1875.

L. ROBINSON.

[Senate, No. 53.]

REPORT.

UNITED STATES ENGINEER OFFICE,
ROOM 31, ARMY BUILDING, COR. HOUSTON AND GREEN STS., }
NEW YORK, April 3, 1877. }

His Excellency LUCIUS ROBINSON, *Governor of the State of New York* :

SIR.—The board appointed under the following order :

“(Special Order No. 161.)

WAR DEPARTMENT,
ADJUTANT GENERAL'S OFFICE, }
WASHINGTON, August 10, 1875. }

EXTRACT.

* * * * *

4. By direction of the President, Brigadier-General A. A. Humphreys, Chief of Engineers, Carlisle P. Patterson, Esq., Superintendent of the Coast Survey, Lieutenant-Colonel John Newton, Corps of Engineers, are hereby constituted a board to examine and revise the exterior and bulk-head lines of the harbor of New York, on the Staten Island side. The board will convene at the earliest practicable day, and will report to the Governor of the State of New York before entering upon their duties.

* * * * *

By order of the Secretary of War.

E. O. TOWNSEND,
Adjutant-General.”

Have the honor to state that there was no appropriation available for this work at the date of the order constituting the board. The omission was remedied by the last Legislature by an appropriation of \$5,000.

The board now transmit the proposed pier and bulk-head lines on the east shore of Staten Island, from Fort Wadsworth to the entrance of Kill von Kull.

The whole extent of these lines, from Fort Wadsworth to a point opposite Elizabethport, N. J., would have been ready but for the necessity of making borings for rock in Kill von Kull.

Respectfully submitted.

A. A. HUMPHREYS,
Brigadier-General and Chief of Engineers, U. S. Army, etc., etc.

C. P. PATTERSON,
Superintendent Coast Survey.

JOHN NEWTON,
Brevet Major-General, Lieutenant-Colonel Engineers.

STATE OF NEW YORK.

No. 54.

IN SENATE,

April 27, 1877.

COMMUNICATION

FROM THE PRESIDENT OF THE NEW YORK BOARD OF TRADE, TRANSMITTING PREAMBLES AND RESOLUTION ADOPTED BY THAT BODY, PROHIBITING THE USE OF ANY PROXY IN ANY CORPORATION CHARTERED BY THE LAWS OF THIS STATE.

ROOMS OF THE NEW YORK BOARD OF TRADE,
162 AND 164 BROADWAY,
NEW YORK, April 25, 1877. }

To the Honorable the Legislature of the State of New York, in Senate and Assembly convened:

May it please your honorable bodies: The New York Board of Trade beg leave respectfully to state that at a meeting of the board this day held, the following preambles and resolution were adopted by unanimous vote:

Whereas, Proxies given by members of corporations, to be cast at elections of directors, are in some cases so worded as to be available for an indefinite time, or for an indefinite number of elections; and

Whereas, Such practice is believed to be fraught with danger, inasmuch as these proxies might be used at a future time or times for purposes not originally contemplated, or even, perhaps, adversely to the interests of those who gave them; and

Whereas, A committee of the Assembly of the State of New York, appointed by resolution passed March 26, 1873, did condemn

the abuse of the proxy system in the way herein suggested ; therefore, be it

Resolved, That the New York Board of Trade do respectfully present this subject to the Legislature of this State, now assembled in Albany, with the request that an act be passed at this session prohibiting the use of any proxy in any corporation chartered by the laws of this State, except at the election specified in the instrument itself, and that such proxy shall be invalid and illegal for any election held more than one year after the date upon which said proxy is signed.

By order.

GEORGE OPDYKE,
President.

[L. S.]

WALLACE P. GROOM,
Secretary.

VIRES VITALES SUSTINERE.

TRANSACTIONS

OF THE

National Eclectic Medical Association,

For the Years 1875 and 1876,

INCLUDING THE PROCEEDINGS OF THE ANNUAL MEETINGS,
HELD AT THE CITIES OF SPRINGFIELD, ILLINOIS,
AND WASHINGTON, D. C.

ESSE POTIUS QUAM VIDERI.

VOL. V.

JEROME B. PARMENTER, STATE PRINTER.
1877.

STATE OF NEW YORK.

No. 55.

IN SENATE,

May 2, 1877.

REPORT

OF THE

NATIONAL ECLECTIC MEDICAL ASSOCIATION FOR THE YEAR 1875 AND 1876.

HON. WILLIAM DORSHEIMER, *President of the Senate:*

SIR. — We have the honor to transmit to the Legislature, as required by law, the report of the National Eclectic Medical Association for the last year, 1875 and '76.

Very respectfully.

O. H. P. SHOEMAKER, M. D.,
President.

W. HOPE DAVIS, M. D.,
Corresponding Secretary.

NEW YORK, April, 1877.

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OFFICERS FOR 1875-76.

PRESIDENT,

BENJAMIN J. STOW, M. D., - - - - - BROOKLYN, N. Y.

VICE-PRESIDENTS,

- 1 R. W. GEDDES, M. D., - - - - - WINCHENDON, MASS.**
- 2 O. H. P. SHOEMAKER, M. D., - - - - - AVOCA, IOWA.**
- 3 A. B. WOODWARD, M. D., - - - - - TUNKHANNOCK, PA.**

RECORDING SECRETARY,

ANSON L. CLARK, M. D., - - - - - CHICAGO, ILL.

CORRESPONDING SECRETARY,

GEORGE C. PITZER, M. D., - - - - - ST. LOUIS, MO.

TREASURER,

JAMES ANTON, M. D., - - - - - LEBANON, OHIO.

ACT OF INCORPORATION.

LAWS OF NEW YORK, 1871.

CHAPTER 185.

AN ACT to incorporate the National Eclectic Medical Association

PASSED March 27, 1871.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. John Wesley Johnson, Stephen H. Potter, J. S. Cowdrey, William Molesworth, R. A. Gunn, J. C. Hulbert, James M. Comini, Benjamin J. Stow, Robert S. Newton, William Jones, Herod D. Garrison, J. M. Harding, S. B. Munn, Dennis E. Smith, Horatio E. Firth and those associated with them, are hereby constituted a corporation under the name of "THE NATIONAL ECLECTIC MEDICAL ASSOCIATION, with the full rights and powers, for the purposes of this act, of natural persons.

§ 2. The object of this corporation shall be to maintain organized co-operation between physicians for the purpose of promoting the art and science of medicine and surgery, and the dissemination of beneficial knowledge and an improved practice of medicine.

§ 3. The business of said corporation shall be managed by its executive committee, consisting of its president, secretary, treasurer, and such other officers as the association shall designate; and elections shall be held annually, as provided by the constitution; all persons so elected shall hold office for the term of one year, and until their successors are chosen. The persons elected in September last, as officers of said corporation, shall hold office till such election of successors. At all meetings of said association fifteen members shall constitute a quorum for the transaction of business.

§ 4. The said corporation shall be subject to the provisions of title third, chapter eighteen, of the first part of the Revised Statutes, and to the general laws for the government of scientific and benevolent associations, so far as the same shall be applicable and not inconsistent with the provisions of this act.

VIRES VITALES SUSTINERE.

National Eclectic Medical Association.

CONSTITUTION, BY-LAWS AND CODE OF ETHICS.

PREAMBLE.

Whereas, We regard it as one of the most important duties of the medical profession to investigate truth, from whatever source it may come, and in every proper mode to encourage the fullest and freest investigation by all; and

Whereas, We regard all combinations to proscribe and degrade any portion of the medical profession, merely on account of a difference of opinion in matters of science, as a serious crime against the true interests of the medical profession, against the welfare of the community, and against the common rights of man; and

Whereas, We regard it as incumbent upon all medical reformers to treat all members of the profession with a spirit of liberality and courtesy, to abstain from personal and disparaging remarks in reference to difference of doctrine, and to cultivate those amicable relations which admit of co-operation in the pursuit of truth; and

Whereas, The great struggle of the present day, in medical science, is between the spirit of freedom on the one hand, which is seeking boldly for truth in science, and the spirit of conservative despotism on the other, which aims to perpetuate opinions by the force of organized combinations, and to discountenance or suppress every attempt at reform, whatever be its merits or its source; and

Whereas, We regard all medical reformers who are struggling for the improvement and freedom of the profession, as engaged in a holy cause, and we regard it as the duty of all such, whatever may be their differences of opinion on minor points, to unite in the most cordial manner, as the American colonies united in their struggle for freedom; and

Whereas, The confederacy of the patriotic colonies which achieved the freedom of America resulted in the establishment of a national union of independent States, forming a true republic; so we hope that the confederacy of medical reformers may not only achieve a revolution, but establish, in the highest degree of freedom and harmony, the CONFEDERATED REPUBLIC OF MEDICAL SCIENCE; therefore

Resolved, That we organize ourselves into an association, based upon the broad and liberal principles of progressive medicine, as expressed in the foregoing preamble; and

Resolved, That we adopt the following constitution, by-laws, and code of ethics, for the government of the association.

CONSTITUTION.

ART. I. The society shall be known by the name of the NATIONAL ECLECTIC MEDICAL ASSOCIATION.

ART. II. This association shall be governed by the usual parliamentary rules, and shall have the power of adopting such measures, rules and by-laws as may be deemed necessary and proper.

ART. III. The officers of this association shall consist of a president, six vice-presidents, recording secretary, assistant recording secretary, corresponding secretary, and a treasurer, who shall perform the usual duties pertaining to their respective offices, and who shall constitute the executive committee of the association for the general management of its affairs, and for the transaction of all business not delegated to special committees. These officers shall be elected annually by a committee consisting of one member from each State represented, the persons constituting the said committee being elected by the members from their respective States.

ART. IV. There shall also be a committee of three on each of the following branches of medical science, namely: theory and practice of medicine, surgery, obstetrics, gynecology, materia medica, medical botany and pharmacy, physiology, chemistry, ophthalmic and aural surgery, diseases of the rectum and anus, and medical statistics. These committees shall be appointed by the president of the association, and shall receive from the members of this association, and from all friends of medical reform, all interesting cases, discoveries, improvements and suggestions, in the respective branches, as well as all other useful matter in relation to medical reform, and shall, annually, report the same to the association.

ART. V. The association shall hold its meetings, annually, at such time and place as may be selected by the committee provided for in Article III, for the election of officers.

ART. VI. No alteration, amendment, or addition shall be made to this constitution except by a vote of two-thirds of the members present at any regular meeting.

BY-LAWS.

ARTICLE I. — MEMBERSHIP.

Graduates of regularly organized medical colleges, who have been recommended by the committee on membership, may become members of this association.

ARTICLE II. — FEES AND DUES.

SEC. 1. Each member of this association shall pay an initiation fee of seven dollars.

SEC. 2. The annual dues of this association shall be three dollars, but members paying the initiation fee will not be required to pay dues the first year.

Sac. 3. Each member of the association, upon signing the roll, shall be entitled to receive a certificate of membership, duly authenticated by the signatures of the president and secretary, and the seal of the association.

Sac. 4. Money thus received shall be used to defray the expenses attending the meetings of the association, and for the publication of the transactions.

ARTICLE III.

It shall be the duty of the members of this association, if not present at the regular meeting, to report themselves to the secretary, either by letter or proxy.

ARTICLE IV. — QUORUM.

Fifteen members may constitute a quorum of the association for the transaction of business.

ARTICLE V. — EXPULSION OF MEMBERS.

Any member may be officially censured, invited to withdraw, or be expelled from the association, for improper or unprofessional conduct, by a vote of two-thirds of all the members present, provided that a specific charge has been made in writing, and the accused duly notified thereof.

ARTICLE VI.

Any member who shall fail to observe articles *second* and *third*, for the term of two years, shall be considered as having withdrawn from the association.

ARTICLE VII. — ORDER OF BUSINESS.

1. Calling to order, and calling roll of officers.
2. Reception of members.
3. Reading minutes of last meeting.
4. Reports of officers.
5. Election of officers.
6. Reports of committees, and action on the same.
7. Reading of papers, and discussion on the same.
8. Miscellaneous business.
9. Adjournment.

ARTICLE VIII.

No alteration, amendment or addition shall be made to these by-laws, except by a two-thirds vote of the members present at a regular meeting.

STANDING RESOLUTIONS.

COPYRIGHT OF PHARMACOPŒIA.

Resolved, That this association authorize the secretary to copyright the following title page of the *National Eclectic Pharmacopœia* that it may own and have this as a trade-mark :

“The American Eclectic Pharmacopœia authorized by the National Eclectic Medical Association, Chicago, Ill., 1870.” Adopted September 28, 1870.

PRESCRIBING BY DRUGGISTS.

Whereas, It has become a prevailing custom for druggists to prescribe medicines over their counters to those who apply to them for relief, in order to save the fee that would properly belong to the physician, therefore be it

Resolved, That this practice is an outrage committed against medical practitioners, and detrimental to the welfare of the community, and that all physicians should kindly present this matter to the respective druggists and request its discontinuance ; and in case they do not listen to this appeal, it becomes the duty of the practitioner to withdraw his practice. Adopted September 29, 1870.

INTEMPERANCE.

Resolved, That the National Eclectic Medical Association, in convention assembled in the city of New York, recognizes the present and growing evil of intemperance, and that its members hereby pledge themselves, in their individual as well as corporate capacity to use their influence in every way proper for its abatement and suppression. Adopted October 5, 1871.

SELLING DIPLOMAS.

Resolved, That this association is pained to have to acknowledge that certain men of the country, who call themselves Eclectic teachers have, in time past, and doubtless are still selling the diplomas of doctor of medicine to persons unauthorized to receive them, and that we hereby pronounce our unqualified condemnation of such unlawful and wicked proceedings, as well as against all doctors and colleges concerned therein.

Resolved, That this association represents over eight thousand competent practitioners of medicine throughout the United States and Canadas, who are in no way responsible for the stigma thus liable to attach to the name that designates our branch of the profession on account of such sale of medical diplomas.

Resolved, That this association pledges its influence in the maintenance of the highest standard of medical education consistent with law and the customs of the times. Adopted October 5, 1871.

ABORTION.

Resolved, That the growing evil of the practice of abortion, perpetrated, as we believe, by individuals from every branch of the pro-

profession, is an abuse justly alarming to society, and that we hereby record our unqualified condemnation of this wicked and cruel practice, and also of all physicians, of whatever school, who engage in it. Adopted October 5, 1871.

PROPRIETARY MEDICINES.

Resolved, That while this association is in favor of the largest liberty in respect to the business of the profession, we nevertheless desire to express our disapproval of the vending, by physicians, of patent or proprietary remedies, or of boastful advertisements in whatever manner, whether in the public press or in medical journals. Adopted October 5, 1871.

LOCATIONS FOR PHYSICIANS.

Resolved, That a committee on location be appointed by the chair to obtain information in regard to desirable locations for physicians, and to correspond with any who may desire to change their location. Adopted October 5, 1871.

MEMBERS IN ARREARS.

Resolved, That all members in arrears for dues be notified of the fact, and if they do not respond before the time for publication, their names shall be dropped from the roll of membership. Adopted June 25, 1873.

COPYRIGHTING PAPERS.

Resolved, That members presenting papers to the association have the right to copyright them, if they wish, and to have it so stated in the published reports of the association. Adopted June 25, 1873.

UNIFORM STANDARD IN MEDICAL COLLEGES, ETC.

Resolved, That the instructors and censors of the several medical colleges professing the Eclectic faith are hereby requested to adopt, as nearly as may be, a uniform standard of qualification for candidates for the degree of Doctor of Medicine, as well as in relation to the term of study, retaining a proper comity toward each other; and further, that like proficiency be required in medical botany and the principles of chemistry, of such candidates, as in the science of *materia medica* and the principles and practice of medicine. Adopted June 16, 1874.

QUALIFIED APPROVAL OF DOCTRINES.

Resolved, That this association is not to be regarded as approving and sanctioning, to their full extent, the several doctrines and sentiments treated of in the papers presented and published by its direction.

Resolved, That a copy of this resolution be published in some proper place in future volumes of transactions. Adopted June 15, 1875.

BUREAU OF CORRESPONDENCE.

Resolved, That a national bureau of correspondence be appointed by the president of the association, consisting of at least one member from each State society, and one from each of the other States friendly to the purpose of this resolution, to continue in existence one year, and until another similar bureau shall in like manner be appointed, to prepare and circulate memorials and cause them to be presented to Congress for legislation, providing that in the medical appointments under the authority of the federal government, whether in the army, navy, pension bureau or elsewhere, each school of medicine shall receive equal favor, and that they shall be awarded a just and equal proportion of representation in all boards of administration, examination and analogous positions, without being exposed to proscription or rejection on any pretext based on any so-called code of ethics. Adopted June 29, 1876.

ECLECTIC MEDICINES PLAGIARIZED.

Resolved, That the secretary of this association is hereby directed to prepare for publication, by or before the next annual meeting, a list of the medicines, remedial agents and compounds first discovered and introduced by eclectic druggists and physicians, which are now manufactured, vended and employed by chemists, druggists and practitioners of the old school as "regular" and "officinal," and the credit of their introduction and original discovery withheld from those to whom it justly belongs, and that the aforesaid list be included in the transactions of this association. Adopted June 29, 1876.

CODE OF ETHICS

OF THE NATIONAL ECLECTIC MEDICAL ASSOCIATION OF THE UNITED STATES OF AMERICA.

ART. I. The interests and rights of medical men are as dear to them as are those of any other class of citizens in this republic; they are entitled, by the Constitution of this great union, to the same freedom and privileges in moral, social, political and civil life, as are individuals pursuing any other vocation, and any associations or rules which would deprive them of the least portion of these rights and privileges are unwarranted usurpations, contrary to the spirit and intent of our American government, and, consequently, of no force in law or custom.

ART. II. The common rules and maxims of morality which are enjoined in the Bible, and have been recognized by the wise and virtuous at all times, and in every civilized country, are comprehensive enough in their scope, and sufficiently dignified in form, to meet all the contingencies and emergencies which, in a moral point of view, are likely to arise in the transaction of business and the interchange of thought and sentiment between man and man.

National Eclectic Medical Association.

PART I.—1875.

SIXTH ANNUAL MEETING.

The sixth annual meeting of the National Eclectic Medical Association was held at the hall of the House of Representatives, in the city of Springfield, Illinois, beginning on Tuesday, June 15, 1875, at ten A. M.

The chair was taken by the president, W. M. Ingalls, M. D., of Hamilton, Ohio; and prayer offered by the Rev. Mr. Crane.

Gov. Beveridge welcomed the association with an eloquent address. He complimented the members in terms of high appreciation, enumerated the attractions of the city of Springfield, and invited them, before taking their leave, to visit the grave of the martyr President.

GOV. BEVERIDGE'S ADDRESS.

Mr. President, and Gentlemen of the National Eclectic Medical Association.—You come here from many and different States to meet in convention. By request of Dr. Wohlgemuth, it is my privilege and very pleasant duty to welcome you to our city and State—to open to you the hands, hearts and homes of our people—and to invite you to partake of their hospitalities. Thus commissioned, I bid you welcome to Springfield and to Illinois. And, I trust, it is no cold, mean, narrow, niggardly welcome. It is as broad as the prairies—as generous as the soil—as open as the sky bending o'er us—as warm and fresh, and gushing as the spring-time—as rich, and mellow, and bountiful as the summer harvest—as full, and free, and magnanimous as the great north-west. Again I bid you welcome to our capital city and to our great State.

You meet in convention to advance the interests of your profession—to promote medical science, to improve medical skill, and to elevate the standard of medical practice. You come here as the representatives of the “Eclectic” school of medicine. There is neither time nor occasion, in this address of welcome, to discuss the comparative merits of the different schools, nor to speak of their origin, their growth and varied success. Suffice it to say, the schools have many things in common—study, research, close application, severe labor, broken rest, long and weary rides through dust and mud and storm, in heat and cold, by day and by night.

You all meet suffering; see the writhings of pain; hear the groans of agony; witness the throes of life, and the pangs of death; the

joys of the one and the sorrows of the other; are present when the angel of life plants the little flower in the sunshine of home, and when the angel of death draws his black pall over the household.

In anatomy, in physiology, in pathology, in pharmacy, in physical science, in chemistry, in botany, in materia medica, in diagnostics, in medical jurisprudence, the allopathist, the homœopathist, and the eclectic, all, travel along the same grand highways; roam through the same flowery fields; ramble in the same shaded dells; climb the same rugged paths; traverse the same rocky summits; but, without disparagement to any school, without comparison of merits, as you go along the highway, through the field, down the valley, up the heights, over the mountain tops—you, the “ECLECTICS,” as your name indicates, gather only the useful, the pure, the beautiful, the good, the genuine and the true; and gather all you can; appropriate it to your high, noble, self-sacrificing profession; dedicate it to suffering humanity; consecrate it to the healing of the nations, and bless mankind by your successful and abundant ministrations.

You come here, many of you, strangers to each other; may you part with life-long friendships formed. You come here, most of you, strangers to our people; when you depart, may you leave your blessing behind, and carry with you to your homes, and through the years, pleasant memories of our people, our city, and our State.

Before you go, I adjure you, as patriots, to make a pilgrimage to Oak Ridge—visit the resting place of the immortal Lincoln—gaze upon the sarcophagus which contains his sacred remains—look upon the monument lifted up in honor of his name, and in commemoration of his virtues—admire his character, grander than the monument—behold his fame, more durable than the marble—contemplate his life, consecrated to liberty—and standing there, under the shadow of the monument, by the resting-place of the martyred President, in holy meditation, rekindle in your hearts the fires of patriotism, and pledge anew your devotion to your country and to the union of the States.

When he had concluded the president of the association delivered his annual address upon the present status of eclectic medicine. He set forth the rapid advancement made in scientific directions, and the need of a more thorough popular education in its fundamental principles, and made a favorable notice of the increasing prosperity of the eclectic medical colleges. At the conclusion he announced the death of Doctor John Stowe, of Lawrence, Mass., and paid an appropriate tribute to his character.

The following committee on credentials was appointed, namely, Doctors J. M. Scudder, of Ohio; R. W. Geddes, of Mass.; J. C. Hulbert, of N. Y.; L. Frazer, of Indiana; H. D. Garrison, of Illinois; J. A. McKlveen, of Iowa; and P. D. Yost, of Missouri.

The committee reported favorably the names of the following candidates for membership, who were duly elected collectively, and by a unanimous vote, namely:

Doctors W. W. Houser, of Lincoln, Ill.; George Dale, of Chicago,

Ill.; W. H. Davis, of Springfield, Ill.; Robert Sutton, of La Harpe, Ill.; J. M. McLane, of Dallas City, Ill.; John Doyle, of Elmore, Ill.; S. C. Hall, of New Haven, Ill.; C. P. Long, of Murrayville, Ill.; M. M. Prentiss, of Rushville, Ill.; G. W. Hyde, of Clinton, Iowa; H. W. Taylor, of Crawfordsville, Indiana; E. C. Webster, of Marion, Indiana; Albert Merrill, of St. Louis.

Doctor Gunn, the secretary, being absent, Doctor H. W. Taylor, of Indiana, on motion of Doctor A. J. Howe, was appointed secretary *pro tempore*.

On motion of Doctor Stoddard, of Illinois, the reading of the proceedings for the fifth annual meeting was dispensed with.

The association then took a recess till 2.30 p. m.

FIRST DAY — AFTERNOON SESSION.

The association reassembled at half-past two o'clock.

On motion of Doctor A. L. Clark :

Resolved, That this association so arrange its business as to enable the members to visit the monument of Abraham Lincoln, late President of the United States, at Oak Ridge cemetery, on Wednesday morning, at eight o'clock; and also that they, on their return, visit the new State house now in process of construction.

LETTER FROM THE SECRETARY.

The following letter was received from the secretary, R. A. Gunn, M. D., together with his annual report:

NEW YORK CITY, *June 10, 1875.*

To the President and Members of the National Eclectic Medical Association :

It is with feelings of regret that I feel constrained to send you a written message instead of being with you personally to take part in your deliberations. Since the organization of our association in 1870, it has been my privilege to be with you at all the meetings up to the present time; and now, when I think of the pleasures I have enjoyed, of the honor you have conferred upon me in electing me for five successive years to the office of secretary, of the many acts of kindness and assurances of confidence I have received at your hands, I feel a longing to be with you once more, and to renew the fellowship which will be remembered as long as memory lasts.

But continued ill health has so long prevented me from attending the professional duties and literary labors, that now I feel the necessity of husbanding my returning health and strength for the performance of those duties that most closely concern my personal interests. I assure you I am not absent from you from choice, but from necessity, and my thoughts will be with you constantly during your deliberations.

I sincerely trust that our sixth annual meeting will surpass all previous ones in importance, and in its influence upon public opinion. Let this be the aim of every one who attends it, and I have no doubt that your deliberations at this time will do much to place liberal and progressive medicine on the firm literary and scientific basis it is destined to occupy.

As your secretary, from the organization of the association till the present time, I have always endeavored to perform the duties devolving upon me to the best of my ability; and if, of late, I have failed to meet your expectations, I trust you will attribute the failure to my physical inability, and not to any desire to shirk my duty.

In retiring from the position I have so long held by your suffrage, I bespeak for my successor the same uniform kindness and courtesy that has ever been extended to me; and, in conclusion, I would again thank you for all your kindness, and wishing you may all enjoy the benefits of a highly pleasant and profitable reunion, I have the honor to subscribe myself,

Fraternally yours.

ROBERT A. GUNN.

To the President and Members of the National Eclectic Medical Association :

Your secretary would most respectfully submit for your consideration the following annual report :

Since the organization of the association, 280 persons have united with it as members. Of these 102 joined in 1870; seventy-eight in 1871; thirty-three in 1872; thirty-seven in 1873; and thirty in 1874.

During the existence of the association six members have died, one has resigned, one was dropped by request, and fifty-eight have been dropped for the non-payment of dues. The total number of members now on the books is 214.

The cash account on page 366 of ledger, shows the total

receipts since last report, to be.....	\$468 00
And the total expenditure.....	548 96

Thus leaving a balance due treasurer of.....	\$80 96
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Had all the members paid their dues promptly, there would now be a handsome balance in the treasury, as the following figures will show :

Of the 214 members now on the books only 100 have paid up all their dues; while forty-nine owe six dollars, sixty-two owe three dollars, and three owe four dollars.

The fifty-eight suspended members owe.....	\$530 00
Those at present in arrears owe.....	492 00
Due for certificates of membership.....	62 00

Total due the association.....	\$1,084 00
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Five hundred copies of Vol. IV of the Transactions, were published last year, fifty copies of which were bound in cloth for distribution in public libraries, and the balance were bound in paper. Copies were sent to all members not in arrears, and to the various medical journals, and the balance remain in the hands of the treasurer, with the balances of Vols. I, II and III.

I would again urge upon the association the importance of having all essays and reports left in the hands of the secretary during the meetings, as much delay in publishing the transactions can be avoided by so doing. Our yearly volume should be three times as large as it is at present, and, with a little care, might be made one of the most valuable yearly contributions to the medical literature of the country.

Respectfully submitted.
R. A. GUNN,
Secretary.

FINANCES.

Doctor B. J. Stow, treasurer of the association, then submitted his report, accompanied with vouchers.

TREASURER'S ANNUAL REPORT.

Mr. President and Members of the National Eclectic Medical Association :

Your treasurer would most respectfully submit the following report of the moneys received and paid out by him for the year ending June 15, 1875 :

Received for initiation fees, June 16, 1874.....	\$150 00
Certificates	40 00
Annual dues.....	278 00
	<hr/>
Total receipts	\$468 00
	<hr/>

Expenditures.

1874.	
June 16. Paid balance due treasurer, as voted.....	\$142 72
June 16. Secretary, for services, as voted.....	150 00
June 16. Stationery at Boston.....	1 00
July 1. Gaylord Watson, for printing envelopes and notice of dues	5 00
July 1. Five hundred envelopes.....	2 30
July 8. Henry Seibert & Brothers, for printing certi- ficates	12 50
Aug. 30. F. B. Smith, for repairing seal.....	2 00
Aug. 30. Envelopes and seals for certificates.....	2 00

1875.

June 1.	Gaylord Watson, for publishing Transactions and printing notices of meeting.....	\$206 4
June 1.	Postage for the year.....	25 0
Total expenditures.....		\$548 9
Total receipts		468 0
Balance due treasurer.....		<u>\$80 9</u>

The receipts for all moneys paid over, excepting for stationery and postage, are presented with the report for the inspection of the association.

There is due from members, at the present time, \$492, and if we count those who have been dropped from the published list, we can add to this sum \$530. This would have made a total of \$1,024 that would have been in the treasurer's hands had all of the members paid their dues. There is also due sixty-two dollars for certificates of membership; this would increase the above sum.

If these dues were all paid up there would be in the treasury, after all debts were paid, the handsome sum of \$1,084.

Respectfully submitted.

B. J. STOW, M. D.,
Treasurer.

The report was read and referred to the following auditing committee, namely: Doctors W. W. Houser, Milton Jay and James Anton, who made the following report:

SPRINGFIELD, ILLINOIS, *June 15, 1875.*

The auditing committee, to whom was referred the report of the treasurer, have examined the same and find it correct in every particular.

(Signed) MILTON JAY,
JAMES ANTON,
Auditing Committee.

The committee on credentials reported favorably the following names of candidates, who were duly elected: Doctors T. R. Dice, of Dawn, Missouri; J. A. Munk, of Chillicothe, Missouri; and E. P. Crispel, of San Jose, Illinois.

REPORTS.

Dr. Shoemaker, of Iowa, appointed to open the subject of "The West as a Resort for Consumptives," presented an address. An extended discussion took place. Dr. W. Hope Davis attributed the benefit to the diminution of atmospheric pressure; also, to the presence of carbonate of ammonia in the air.

Dr. Anton considered the principal benefit to the radical change of habits made by patients under these circumstances; in his opinion, like happy results would be obtained by the patients at home, if sim-

ilar changes were made. He observed that with a high barometer diseases improved, while with a low barometer the reverse was likely.

The paper was referred to the committee on publication.

Dr. Scudder, also appointed to prepare an address, on the microscope in the study of pathology, spoke at length on that subject.

Dr. Wohlgemuth, of Springfield, Illinois, from the committee on materia medica, presented a report, which was duly referred.

Dr. H. W. Taylor, of Indiana, presented a paper on the action of drugs, etc., which was also received and referred.

On motion of Dr. Wilder:

Resolved, That this association is not to be regarded as approving and sanctioning, to their full extent, the several doctrines and sentiments maintained in the papers presented and published by its direction.

Resolved, That a copy of this resolution be published in some proper place in the future volumes of the Transactions of this association.

The association took a recess until 8.30 P. M.

FIRST DAY — EVENING SESSION.

The association reassembled at half-past eight, the president in the chair.

Dr. H. G. Garrison, of Chicago, was introduced and delivered the annual address.

The association then adjourned.

SECOND DAY.

The association assembled at 8 A. M., June 16, 1875.

Pursuant to the order adopted on the previous day, the members proceeded in a body to Oak Ridge cemetery, where, by courtesy of the officers in charge, they were permitted to view the monument and sarcophagus of the late President Lincoln, and to inspect the various memorials and testimonials there preserved. They thence proceeded to the State house, which, having inspected, they returned to the hall of the House of Representatives.

The president resumed the chair at 10.30.

On motion of Dr. Stoddard, a committee of three was appointed to prepare resolutions of respect to the memory of the late Dr. John Stowe. Drs. Howe, Clark and Geddes were designated as such committees.

REPORTS AND PAPERS.

The following reports were submitted:

By Dr. A. J. Howe, upon Compound Fracture of the Ankle Joint, illustrated with drawings.

By Dr. Milton Jay, upon the same subject.

REPORTS.

By Dr. Milton Jay, of Illinois, upon Orthopædic Surgery — by title. Dr. Jay also spoke upon the treatment of Curvature of the Spine.

By Dr. Rutledge, of Missouri, from the committee on materia medica — by title.

Dr. Jay, upon Orthopædic Surgery — by title.

Dr. Cowdrey, of Indiana; a case of Inversion of the Womb. Chronic.

The papers were referred to the committee on publication.

Dr. Houser, of Illinois, read a communication from Dr. S. J. Potter, of Ohio, to the effect that he contemplated the preparing of a paper upon physiology.

The president recommended that all uncompleted papers be furnished to the secretary at an early date, that they might appear in the next volume of Transactions.

The president then announced the committee for the choice of officers, and the designation of the next place of meeting.

On motion of Dr. Clark :

Resolved, That the thanks of the National Eclectic Medical Association are due and are hereby tendered to the officers of the Lincoln Monument Association for courtesies extended to the members of the body. The association took a recess until 2.30 P. M.

SECOND DAY — AFTERNOON SESSION.

The association assembled pursuant to adjournment.

REPORTS AND PAPERS.

Dr. J. A. Munk, on Present Status of Eclectic Medicine in Missouri.

Dr. Stoddard, on the Status of Eclectic Medicine in Illinois.

Dr. Duncan, verbally, on the Status of Eclectic Medicine in Indiana.

The several reports were referred to the committee on publication.

Dr. Clark, of Illinois, also reported verbally from the committee on obstetrics, upon Placenta Previa, also upon Craniotomy.

OFFICERS ELECT.

The following report was presented from the committee on officers: The committee on nominations report their choice of the following officers for the ensuing year :

President — B. J. Stow, M. D., New York.

First Vice-President — R. W. Geddes, M. D., Mass.

Second Vice-President — O. H. P. Shoemaker, M. D., Iowa.

Third Vice-President — A. B. Woodward, M. D., Penn.

Recording Secretary — A. L. Clark, M. D., Ill.

Corresponding Secretary — G. C. Pitzer, M. D., Mo.

Treasurer — James Anton, M. D., Ohio.

The place of holding the next annual meeting is also decided to be at the city of Washington, D. C., beginning on the second Tuesday of June, 1876.

All which is respectfully submitted.

H. D. GARRISON,
Chairman.

JOHN W. THRAILKILL,
Secretary.

Dr. Howe addressed the association upon Epithelioma of the Os Uteri and its treatment, illustrating his remarks with drawings.

A committee was then appointed to escort the president elect to the chair.

PRESIDENT'S REMARKS.

The new president, Dr. Stow, addressed the association as follows :

Gentlemen of the National Eclectic Medical Association. — I thank you for this expression of your confidence and good will. I esteem the honor the more because it has come to me unsought, as well as unexpected. Having been present at every meeting of this body since its organization at Chicago, I have regarded its proceedings from year to year with profound interest. It rests upon this association to hold up the standard of liberal medicine to the just and favorable consideration of the outside world. You cannot, however, look for extended remarks from me at this time. I rely upon your kindness and courtesy to assist me while discharging the duties of the office to which, by your partiality, I have been chosen.

Again thanking you for the honor you have done me, I now await your pleasure.

The following resolutions were then adopted :

Resolved, That the thanks of this association are hereby rendered to the retiring officers for the disinterested and acceptable manner in which they have performed their respective duties.

On motion of Dr. A. J. Howe :

Resolved, That the publication of the transactions of this association be deferred until next year.

On motion of Dr. Duncan :

Resolved, That the thanks of this association be presented to Dr. H. W. Taylor for his valuable and efficient services as temporary secretary.

On motion of Dr. Wilder :

Resolved, That the secretary be requested to furnish an abstract of the proceedings for publication to the Chicago Medical Times, The Eclectic Medical Journal, The Medical Eclectic, The American Medical Journal, and to The Archives of American Medicine and Surgery.

CONSTITUTIONAL AMENDMENTS.

Dr. Garrison, from the committee on rules, reported the following amendments to the constitution and by-laws, which were adopted :

ART. III. The officers of this association shall consist of a presi-

dent, six vice-presidents, recording secretary, corresponding secretar and a treasurer, etc.

By-Laws — ART. I. Membership graduates of regularly organize medical colleges, who have been recommended by the committee o membership, may become members of this association.

A resolution was also adopted making the initiation fee seven dollars, this including the payment of two dollars for a certificate c membership, which had been prescribed in addition to the initiatio fee of five dollars.

REPORTS AND PAPERS.

The president called for further reports, with the following result

Dr. R. W. Geddes presented a written report upon Gynæcology which was referred to the publishing committee.

On motion of Dr. Duncan :

Resolved, That the treasurer be directed to pay the sum of fift dollars to Dr. R. A. Gunn, for services as recording secretary.

Dr. Garrison, verbally, on Chemistry.

Dr. Wilder excused himself from reporting, on the ground that h had been designated for the purpose at too late a period to enabl him to comply. He addressed the association at some length upon the importance of a more thorough knowledge of chemical scienc by physicians.

Dr. Garrison, from the committee on pharmacy, reported nothing done, and recommended a continuation of the committee for anothe year.

Dr. A. B. Woodward, of Pennsylvania, made a report upon th flourishing condition of eclectic medicine in Pennsylvania.

Dr. Garrison, in behalf of Dr. Webb, by title, on the treatment o Fibroid Tumors by Condurango.

All these papers were duly referred to the committee on publica tion.

The committees having all been called, the association, on motion of Dr. Garrison, adjourned.

B. J. STOW, M. D., *President*.

A. L. CLARK, M. D., *Secretary*.

SPRINGFIELD, ILL., *June 16, 1875.*

PROCEEDINGS OF THE EXECUTIVE COMMITTEE.

The executive committee of the National Eclectic Medical Association, after due consultation and conference, decided to change th time of meeting until the 27th of June, 1876.

The treasurer of the association, Dr. James Anton, was appointed a committee to make the necessary arrangements.

Willard hall, in the city of Washington, was selected as the plac of meeting, and Willard's hotel was chosen for the head-quarters o the association.

The following appointments were also made :

The public address to be delivered on Wednesday evening, June 23d, by Professor Paul W. Allen, of the city of New York.

COMMITTEES APPOINTED.

Committees were appointed as follows :

Theory and Practice of Medicine. — Paul W. Allen, M. D., New York; George C. Pitzer, M. D., Missouri; J. R. Borland, M. D., Pennsylvania.

Surgical Diseases. — Robert S. Newton, M. D., New York; J. R. Duncan, M. D., Indiana; W. V. Rutledge, M. D., Missouri.

Operative Surgery. — Alex. Thompson, M. D., Pennsylvania; Z. Freeman, M. D., Ohio; Walter Burnham, M. D., Massachusetts.

Obstetrics. — H. E. Firth, M. D., New York; P. D. Yost, M. D., Missouri; C. E. Miles, M. D., Massachusetts.

Gynecology. — A. L. Clark, M. D., Illinois; S. B. Munn, M. D., Connecticut; V. A. Baker, M. D., Michigan.

Diseases of Women. — Helen A. Goodspeed, M. D., Massachusetts; Maria B. Hayden, M. D., New York; Rebecca Anton, M. D., Ohio.

Materia Medica. — J. F. Locke, M. D., Kentucky; James Anton, M. D., Ohio; George Merker, M. D., New Jersey.

Medical Botany and Pharmacy. — Alexander Wilder, M. D., New Jersey; Harmon Pease, M. D., New York; Henry D. West, M. D., Massachusetts.

Physiology. — E. Freeman, M. D., Ohio; W. T. Branstrup, M. D., Illinois; J. M. Bishop, M. D., New Hampshire.

Diseases of Children. — W. M. Ingalls, M. D., Ohio; L. H. Borden, M. D., New Jersey; O. H. P. Shoemaker, M. D., Iowa.

Medical Statistics. — John King, M. D., Ohio; H. H. Brigham, M. D., Massachusetts; Samuel Clark, M. D., California.

Medical Jurisprudence. — Geo. C. Christian, LL. B., Illinois (special); H. S. McMaster, M. D., Michigan; S. H. Potter, M. D., Ohio.

Diseases of the Respiratory Organs. — D. E. Smith, M. D., New York; H. L. True, M. D., Ohio; James L. Cowdry, M. D., Indiana.

Action of Medicine in the System. — A. B. Woodward, M. D., Pennsylvania; Milbrey Green, M. D., Massachusetts; E. M. Shaw, M. D., Michigan.

New Remedies. — J. M. Scudder, M. D., Ohio; W. H. Davis, M. D., Illinois; John C. Nottingham, M. D., Indiana.

Chemistry. — W. R. Hayden, M. D., Massachusetts; J. S. Watts, M. D., Ohio; W. R. Wright, M. D., Maine.

Diseases of Rectum and Anus. — A. J. Howe, M. D., Ohio; Milton Jay, M. D., Illinois; Willis E. Crowell, M. D., New York.

Ophthalmic and Aural Surgery. — John W. Thrailkill, M. D., Missouri; J. M. Youart, M. D., Indiana; R. M. Teegarden, M. D., Wisconsin.

Psychological Medicine. — Robert A. Gunn, M. D., New York; H. D. Garrison, M. D., Illinois; W. Jones, M. D., New York.

Venereal Diseases. — H. G. Newton, M. D., Massachusetts; Henry Wohlgemuth, M. D., Illinois; John Perins, M. D., Massachusetts.

Cutaneous Diseases. — John H. Dye, M. D., New York; H. K. Stratford, M. D., Illinois; R. M. Earl, M. D., Kansas.

Pharmacopœia. — H. D. Garrison, M. D., Illinois; J. M. Scudder, M. D., Ohio; John King, M. D., Ohio; T. L. A. Greve, M. D., Ohio.

Present Status of Eclecticism. — N. R. Martin, M. D., Maine; B. S. Warren, M. D., New Hampshire; George Dutton, M. D., Vermont; R. W. Geddes, M. D., Massachusetts; M. F. Linquist, M. D., Connecticut; J. R. Goodale, M. D., Rhode Island; Samuel Tuthill, M. D., New York; L. H. Borden, M. D., New Jersey; J. M. Harding, M. D., Pennsylvania; Henry Parker, M. D., Ohio; L. Frazee, M. D., Indiana; Luke F. Stoddard, M. D., Illinois; A. R. Brown, M. D., Michigan; James Bedford, M. D., Wisconsin; J. W. Marmon, M. D., Iowa; George H. Fields, M. D., Missouri; R. M. Earl, M. D., Kansas; J. F. Locke, M. D., Kentucky; J. M. Bowers, M. D., California; Thos. R. Fraser, M. D., Nova Scotia.

B. J. STOW,
President.

A. L. CLARK,
Secretary.

BROOKLYN, N. Y., May 27, 1876.

National Eclectic Medical Association.

PART II.—1875.

ADDRESSES, SCIENTIFIC REPORTS AND OTHER PAPERS.*

Resolutions adopted at the annual meeting held at Springfield, Illinois, June, 1875 :

Resolved, That this association is not to be regarded as approving and sanctioning, to their full extent, the several doctrines and sentiments treated of in the papers presented and published by its direction.

Resolved, That a copy of this resolution be published in some proper place in future volumes of the Transactions of this association.

ADDRESS OF WELCOME.

BY HENRY WOHLGEMUTH, M. D., OF SPRINGFIELD, ILLINOIS.

Gentlemen and Colleagues of the Eclectic Medical Association, who have convened here to deliberate upon matters concerning the present as well as the future destiny of the medical profession, let me greet you and bid you welcome.

Not making any pretensions myself, or claiming to be an orator, I cannot promise you any beautiful flowers of rhetoric, nor splendid illustrations to dazzle the fancy, and lead the imagination captive. I, as one of Springfield's humble citizens, can offer you no great display of reception, as we have here no lakes or sea-shores, mountains or valleys, and therefore can not have ships or steamers to embark in to go pleasure-riding, mountains to climb or valleys to descend; nor have we any hospitals, asylums, art-galleries, or great places of amusement to visit. Springfield is what you may call an inland town, having a population of not less than 20,000 — a beautiful city with some places of attraction; its people are industrious and generous, quite up with the balance of the outside world. The health of its inhabitants, on an average, is as good as in most places in this section of country, and taking the statistics of its annual mortuary reports, the number of deaths are, comparatively, few. Take, also, into con-

* Many of the papers submitted and read at the annual meeting at Springfield are omitted, because the secretary has never been furnished with copies.—A. W.

sideration its network of railroads and telegraphs, its schools and other places of learning, machine shops, manufactories, splendid residences, its suburbs of finely cultivated farms, stocked with good and abundant cattle, to supply not only its own but also eastern markets. Illinois, with her elaborate and magnificent State house, located here, will cope with any other on this or any other continent. Here, too, in Springfield, is the home of Lincoln, and but a little over a mile distant are his remains, over which there has been erected a monument to his memory, which will stand forth for all time to come.

Here many pilgrims come, and will continue to come, to do homage to him whose name is inscribed upon the tablets of fame with his compeers, and among the most illustrious ones. His memory will be cherished, although he was humble as ourselves of to-day. He struggled not in the cause for himself, but he struggled in the cause of liberty and truth. His life's career has been one of events and coping with renown. His seemingly great mission of doing away with human slavery has been all accomplished, notwithstanding the uprising of a hostile people, the rushing to arms, the spilling of blood, and the sacrifice of lives of many thousands of our fellow-men. His work was finished—he fell at the rude hands of the assassin; and bowed his head, dead; nay, not dead, for his labors and good works will follow him; his name will live and be honored by all mankind, in whatever matter of what color, what creed, or what nationality.

You who have come here to these annual meetings of our medical associations, hailing from all parts of these United States; away from home, from your families and business, having traveled over hundreds and perhaps many of you thousands of miles to participate in the deliberation of these conventions, must certainly cherish a love for your profession. You cannot have come here from selfish motives but actuated by the fires of that enthusiasm that all of us feel in taking part in a vocation wherein we can find food for thought, developing our hearts and minds, and ennobling our nature.

You have convened here for the purpose of consulting with each other about matters that will not only affect yourselves as medical men, but in the interest of mankind; seeking, if can be, to benefit the health, life and prosperity of the present and future generations. If you can be instrumental in this, your mission here will have been crowned with success; your reward will have been completed, having that assurance and the satisfaction that you have been instruments at least to some extent, in helping to ameliorate the condition of suffering humanity.

We claim to be "Eclectic." Insignificant the term may seem, but it is broad in its meaning; unfathomable, like the waters of the sea, but comprehensive to those who practice it. It will stand forth and shine like the "star in the mariner's heaven," when years shall have flown by on the increasing billows of time, and when our own life shall have run its course. Let us, then, not lose sight of its doctrine but commit it to other, and may we hope more able hands, for it is

glorious cause for one to be earnestly engaged in. Animated by such sentiments I appear before you, with an ambitious feeling for the common good; an interest and brotherly kindness for you and for the whole profession.

More than a quarter of a century has elapsed since the reformed or eclectic practice of medicine began to be agitated; and since then it has taken a bold and firm stand, in exposing, by logical and undeniable facts demonstrated beyond all question in controversy, the many fallacies of ultraism and inconsistencies as heretofore practiced in the healing art. Eclectics have good reason to be proud in having torn loose from the old dogmas of bigotry, self-conceited egotism, yea, and barbarism. We can look back and still call to our minds the ghastly picture of blood-letting, the hot iron, cupping, leeching, blistering, the swollen, famishing and thirsting tongue. But now how wonderfully has all this changed. I need not tell you what has brought about these almost miraculous results, for that is well known to you; and I know, and we all know, and dare hope, that all of us have done our part, have thrown in our mite, and it is for that, and for no other purpose, that we are here to-day — to still perfect our mission. Let our watch-word forever be: "Press onward." Let us labor in the paths of progress; never surrendering our noble calling, for such is really the medical profession.

Now, gentlemen, you have come hither, and are now convened in the city of Springfield, the capital of this great, prosperous and growing State of Illinois, which is stretching out its arms of industry, commerce and scientific attainment; is measuring strength with other and older States than herself, and is recognized as one of the largest, most productive and richest States in the Union. So may we, as physicians — "Doctors of Medicine" — stretch forth our arms, and bearing the achievements already gained, the good that has resulted, not only to ourselves as physicians, but also to the people, in whose cause we labor. Our endeavors have not passed by unheeded. They have been appreciated, and will continue so to be by the many thousands intrusted to our care. Not because we are combining, or belonging to any particular creed or branch, or the adherents of the teachings of a few. Let us not be egotistic, thinking that we only are right, and know it all ourselves; let each and all of us understand what we are doing, and understand it well; be worthy the title of Doctor of Medicine. We may then cope with others; have the confidence, respect and esteem of our co-laborers, no matter of what school or creed; and the cause in which we labor will be vindicated, and we stand recognized before the world. For people begin to understand the true worth of our labors; they have begun to realize, in good earnest, the superiority and zeal manifested in furthering their welfare.

The age in which we live is practical and exacting; it tolerates no fatalism; the blind, superstitious notions of past ages are no longer in vogue; we are truly living in an age of progress, and we behold the vindication of its truth in our every-day's work. Eclectic physicians of honest and philanthropic minds, who truly are what they

represent themselves to be, can take pride in having been instrumental, to some extent at least, in bringing about such wonderful changes. Many a name may not be recorded or written upon the tablets of more illustrious, of whom there are many, and whose name will stand forth, enshrined upon the pages of history, and whose memory will live with reverence in the hearts of not only medical men, but will also be enshrined within the bosom of grateful patients and friends; nor will they soon be forgotten by those who knew them best.

It is true the practice of medicine has not yet arrived at that degree of exactness which it should, notwithstanding the many achievements and progress that have been made. But by increasing effort, by continuing steadfast in our purpose, we shall be able to accomplish much more. We shall succeed in sweeping away distinctions and lines of demarcation, by devoting ourselves to its pursuits; and if we keep pressing onward to that end, much that has heretofore, as in earlier times, seemed impossible, may yet become a possibility. To this end we invoke the aid of all, and more especially the young, who are entering upon the arena of the medical profession, to march up in a close phalanx, fill up the broken columns, as one and another drops off from the muster-roll in obedience to the summons of death. Let us not forget to be ever ready for duty when it is in our power so to be; let us labor in our Master's vineyard, faithful to the end; let us not become weary or tired, but resolve to hold fast, and forever endeavor to throw our mite into the treasury of knowledge. In this purpose, I again say, you have met. May your labor be not vain, and your object in coming together reap its reward in the recognition of the good that will come from it. To this end you have my best wishes, and, I dare say, the wishes of many thousands of patients and friends who place themselves in your care when sickness and disease fastens upon them; those that watch your every move, catch every word that falls from your lips, and observe the twinkle of your eye. It is then that your responsibilities are the greatest; it is then when within the gloomy hour of impending death, that wisdom should direct and lead us to be faithful to our trust. No time then to consult "isms" or "pathys," but take nature for our guide, follow her in her precepts with that freedom of thought, independence of action, and consciousness of doing right; let this be our motto and our aim, and God will speed our way and be our guide.

Dr. R. F. Bennett, of Litchfield, responded briefly, as follows:

Dr. Wohlgemuth. — On behalf of the Eclectic Medical Society of Illinois, allow me to thank you for the manner in which you have received us to-day in your beautiful and growing city. This being our seventh annual meeting — and six times we have met here — is evidence of the strongest kind that we are pleased with the treatment that we have received from the hands of the good citizens of Springfield. We are here for the purpose of looking to the interests of eclectic medicine, and I am proud to say that never before has the prospect been brighter. Neither has there ever been a time when

required more effectual organization and careful watching. We find located in almost every town and city an eclectic; and sometimes a number of the most successful practitioners are eclectics. New colleges are springing up each year, and old ones are being sustained. This is evidence of a healthy condition. I am sorry that all of our practitioners in the State do not feel the importance of coming out and spending two or three days for the cause. I hope that all of our transactions of business may be in harmony and good feeling; that nothing will arise that will lead to discord. Let us join hands together and work for our cause; for the mission of a true physician is the most important and sacred of all callings. I hope we may spend our time profitably, go home encouraged, and learn to love our profession more than ever.

THE WEST FOR PULMONARY PATIENTS.

THE WESTERN CLIMATE OF THE UNITED STATES AS BENEFICIAL
FOR CONSUMPTIVES, ETC.*

BY O. H. P. SHOEMAKER, M. D.

Mr. President and fellow Members of the National Eclectic Medical Association:

In responding to the appointment of our worthy president by opening the discussion "The West as a Resort for Patients with Pulmonary Diseases," I shall be brief, knowing that the opinions and theories in regard to climate for pulmonary sufferers are manifold, and shall hint at rather than discuss many well understood causes and philosophical and physiological facts. In speaking of the west, we will embrace a scope of country situated between the Missouri river and Pacific ocean.

Pulmonary diseases have been the dread of civilization. Consumption has pervaded all classes; it has entered the household of the highest as well as the lowest in society. It has stolen into and broken the family circle; marked the fairest and brightest flowers; robbed the fatherless, and claimed the only representative as its own. The appeals of the dying, the suffering of those who linger, and the earnest applications of the friends have awakened the medical profession to put forth herculean efforts to meet the enemy successfully; to stay its ravages and rob it of its terror. Causes have been sought for; science has investigated and analyzed the products of all countries and climes, in search of remedies with which to baffle it in its ravages, with but little encouragement and a faint ray of hope for those so unfortunately afflicted, until a more favorable and flattering climate is regarded as the means to mitigate its pangs, check its course and (a boon long sought for) totally remove it from the physical system.

* An address delivered at the annual meeting of the association; Dr. Shoemaker having been selected by the president, Dr. W. M. Ingalls, to open the subject.—
See page 12.

Such a resort we believe we have in the climes of the west.

Of the diseases of the lungs in which climatic treatment would be considered most essential, phthisis pulmonalis will receive our attention. Many have advocated warm climates; others have advised the extreme cold. Some have urged the Pacific States, while others have suggested the Atlantic States, and proverbially to "flee to the mountains;" but the concurrent voice now is the west. All have endeavored to sustain their opinions by theories, arguments and facts, but all alike have failed in some of the leading essentials—suitable and pleasant surroundings—excepting the west. Pure air, a dry atmosphere, mild and temperate climate are acknowledged by nearly all standard authority to be not only essential, but indispensable, to a patient laboring under consumption. Also, that sudden changes from extreme heat to extreme cold should be avoided. That out-door exercise, with pleasant surroundings and plenty of sunlight be taken, and that good digestion and assimilation be maintained. That good refreshing sleep should be indulged in to carry on repair.

Now where is the country in which the above requisites are to be found?

I would answer, in California, New Mexico, and more especially accessible Colorado. The nights are cool, which permit refreshing sleep, and allow nature to repair. The sky is cloudless, the air pure and bracing, permitting plenty of out-door exercise, and stimulating digestion and assimilation. The pleasant surroundings, varied, endless, and beautiful scenery of rocks and precipices, lofty mountain-peaks, delightful valleys, and clear mountain streams, prompt one to ramble in the sun-light; to turn his thoughts from his cares and troubles, and breathe the pure air, and invigorate the weakened system. The atmosphere being light, one of necessity must breathe oftener and deeper, and so day by day expands the lungs and causes increased waste of lung-tissue, which calls for increased renewal. One gains in strength and flesh, but not in adipose tissue; and the result is there is no surplus material to retard the strengthening of the nervous and muscular systems. This assures a healthful circulation of the blood, and consequently a greater removal of diseased lung-particles and the replacement of normal substance instead. We have facts from numerous sources that consumption can be benefited by a resort to the tropics, where excessive perspiration is carried on, and, as all well know, the system is relaxed and weakened by heat. Again, in the north, where extreme cold prevails, many cases are benefited—facts that are not disputed; where just the reverse takes place—where the system is stimulated and toned up by the cold. But what is the one all-pervading cause of their improving seems to be left, partially if not entirely, unexplained. We believe the cause to be dryness of the atmosphere and the infrequency of sudden changes.

Now Colorado possesses all that, with any desirable climate or any altitude required, without the exhaustive effects of heat on the one hand, or the extreme cold and bleak blasts of a northern winter on the other. Heat does not favor out-door exercise, and extreme cold prevents it. But in Colorado, during summer and winter, few

changes or extremes prevent daily exercise in the open air and sunlight, which fact speaks decidedly in its favor as a resort. It is true that Colorado has seasons of rain and snow, and other changes, but its soil and atmosphere seem to counteract any ill effects from them, and a person seldom takes cold.

What stage and what classes are benefited? We have come to a question not easily answered; a point where we meet with diversity of opinion from the professional, as well as the non-professional. The physician of the east asserts his opinion. We will give ours. That with consumption, in its forming stage, a cure is sure to follow. In its first and second stage, great benefit will be derived. In its third or last stage there is hope. All cases that cannot stand the increased breathing caused by the lightness of the atmosphere, without producing acute inflammation and exhaustive hemorrhage, would be, more than likely, in great danger.

My father, Dr. Alexander Shoemaker, while practicing in the State of Ohio, was attacked with chronic pneumonia. Tuberculosis set in, and for his health he emigrated to the extreme western limits of the State of Iowa, in 1854, and there continued his practice uninterruptedly until 1866. The change from the moist and chilly atmosphere of Ohio, to the dry and bracing one of Iowa, prolonged his life beyond expectation. Living in Council Bluffs, an out-fitting station and thoroughfare to the mountains, and having been reared in the office, chances were given me to avail myself of the history of invalids benefited by a trip to the west, that were pronounced in the last stages and incurable. Several living in Avoca, that were not able to walk when starting west, are now (more than ten years since their return) enjoying comparatively good health, and have been attending to business, and with families growing up around them, that were pronounced incurable and beyond all hope by the medical profession.

Upward of twenty persons in the same town have been in the west, and some have traversed all the western States and territories. They all express firm confidence in the curability of pulmonary diseases in the climate of Colorado, and report cases of persons whose only hope was the west; whose frames had become so reduced that they were unable to walk and barely able to ride on starting, who improved rapidly, and were able to walk by the time they reached Denver, and were greatly benefited, and their life prolonged for years.

How to go. Those that would go as a means of prevention, may choose their own mode. Those that are in the first and especially second stages, should avoid the rapid transit by rail, and approach the mountains slowly and cautiously, or choose the wagon and camp. Many have lost their lives by overdoing and suddenly changing to air so light that it caused inflammation.

The day is not far distant when the west, with her mineral springs and Yosemite valley, will not only become the sanitarium, but the resort for the seekers of pleasure and lovers of nature. Railroads and means of conveyance and ample accommodations are rapidly pushed toward completion to make accessible the regions of the far

west. We can behold the cataracts, the geysers and the caverns, canoes and lofty snow-capped peaks, beautiful lakes on the mount tops, with wonder and admiration; and whether sick or well attention is constantly arrested by landscapes of mountains and leys, lakes and waterfalls, and precipitous cliffs, with which the so endlessly abounds.

CLIMATE AND ATMOSPHERE:

THE INFLUENCE OF CHANGE OF CLIMATE AND ATMOSPHERIC PRESSURE UPON HEALTH OF PATIENTS.*

BY JAMES ANTON, M. D.

Mr. President. — Almost every variety of climate, except the malarial, has been lauded for its health-giving influence. Invalids whose diseases had baffled the skill of their physicians, have been repeatedly advised to leave their homes and go to some particular locality to enjoy the benefits of its reputed salubrious atmosphere, and perhaps also to drink of its springs, or to bathe in its waters.

It is reasonable that different localities should be recommended for different disorders. But we observe that there are great extremes of climate suggested for patients having a similar disease. Those, for example, predisposed to affections of the lungs, or already suffering from them, are directed to the cold, wintry temperature of Minnesota or Canada, or to the warm climate of Florida, or the high, cool table-lands of Colorado, *with its light atmosphere*. The advocates of each locality will cite the remarkable recovery of persons who resorted thither. I doubt many cures take place, without the administration of drugs, at the several places of resort for invalids, whether at a mineral spring, a water-cure, or sanitarium by the sea-side, or upon the hill-tops. By observation, made during the course of many years at such places, I have been convinced that the most essential element in the cure is rarely taken into account when estimating the advantages of the several localities.

In order to determine the influence of a particular climate upon any specific disease, the patient ought to be placed under like conditions as at home, in respect to personal habits, diet, mental and bodily labor. But this is seldom the case. The reason why so many are disappointed in their hopes of health from visiting celebrated places of resort for that purpose, is, doubtless, because they carried their old habits thither with them; their habits having been, in many instances, the cause of their troubles.

Physicians, therefore, will do well to be cautious in regard to advising a change of climate to patients without likewise taking into consideration those changes of habit, diet, etc., which may be urgently necessary for their well-being. Extensive opportunities for observ-

* Remarks made at the annual meeting during the discussion opened by L. Shoemaker, upon "The West as a Resort for Patients with Pulmonary Diseases."

tion at places of resort for invalids in different climates, convinced me, many years ago, that those who adhered to their old habits were seldom benefited by any change of locality.

A man may, perhaps, be improved by leaving home, who has broken down his health by overwork of body or brain and high living, keeping the mind under constant excitement about business or study at and after hurried meals, paying no attention to the condition of his skin, or to the proper ventilation of his office, workshop or sleeping-room ; provided he quits his studies or abandons the cares of his business, breaks off his daily violations of the laws of health, lives temperately, and devotes due time to rest, sleep and recreation. The novelty of the surroundings will aid him to withdraw his mind from the work that had overtaxed him.

The walks to the spring or some other point of interest tend to induce relaxation from the strain of the nervous system, and at the same time give moderate exercise to all parts of the body. Appetite and digestion will thus be improved ; and combined with plenty of pure air will vitalize the blood, so that he will accumulate more vital energy than he expends, and thereby build up anew his exhausted health and nervous system. The same results might occur at home with an equal change of habits ; but they would be more difficult to accomplish without a full knowledge of the laws of health. But if there are causes of disease at home that cannot be removed by ventilation, drainage, shifting of rooms, etc., a change of locality may be indispensable.

Several writers have recommended Colorado and other western mountainous regions for diseases of the lungs and throat, on account of the purity and lightness of the atmosphere. I admit the advantages of pure air, but doubt extremely the actual benefit of an atmosphere highly rarefied in cases of weak and diseased lungs. The blood, to be properly oxygenated, requires that the lungs shall be supplied with air having sufficient density to impart to it its due amount of oxygen. For example, it requires a specific volume of pure air at the sea-level, with the barometer at thirty inches, to oxygenate a certain volume of blood ; and it is absolutely certain that a like volume of air, highly rarefied as it is at a high elevation, where the barometer is at twenty-four or twenty-six inches, will have a less quantity of oxygen, and therefore cannot fully oxygenate a like quantity of blood. The only way to obtain a sufficiency of oxygen from the high mountain-atmosphere will be to hurry the respiration, which would aggravate any disease of the lungs.

The strong, healthy miner, farmer or speculator may continue to enjoy good health in high mountain-regions. The human system has an extraordinary capacity for adapting itself to great changes. But, in my opinion, a man with diseased lungs will only encounter danger and disappointment by removing from an ordinary atmosphere to one greatly rarefied.

All persons, whether sick or well, are conscious of the oppressive influence experienced in certain conditions of the atmosphere. Such an influence is observed at places of moderate elevation when the

barometer is below twenty-nine and one-fourth inches. Several years of careful observation have convinced me that recovery from acute or chronic disease is more rapid, other conditions being good, when the barometer ranges high than when the atmospheric pressure is low. Sickness occurs more frequently and is protracted longer than at other times during a long period of low barometer. This being the case at moderate elevations, is it not reasonable to suppose that the low atmospheric pressure of high elevations will exert an unfavorable influence on persons of feeble lungs or disordered nervous systems?

I am aware that the fine health and great strength of the inhabitants of hill-countries is proverbial. But they generally had a temperate, active, but not over-laborious out-door life, and their brain and nervous systems are rarely overtaxed. Besides, they rarely lived at such high altitude as to encounter a rarefied atmosphere.

The popular report of the special fitness of a new country for the residence of persons having or liable to particular diseases, is not to be relied upon. I have no doubt that remarks are made in Colorado similar to those which I have often heard in new prairie settlements in Indiana or Illinois, that "this is a far better climate for consumptives than the old States, for there is hardly a case of it in this country." True, there were very few cases of consumption in the western States during the earlier period of their settlement. The reasons seem to have been overlooked, that but few feeble-lunged diseased persons became pioneers. Only the strong and healthy usually ventured to encounter the hardships of frontier life, whether on the prairies or in the mountain-regions. Indeed, of those who I have heard singing the praises of the climate of new settlements, the great majority were generally more interested in the possible sale of "corner lots," or "quarter sections" of land to the emigrants, than they were in the promoting of their health in the "fine climate."

The actual effects upon invalids of a change of climate and of atmospheric pressure, can be fully and accurately ascertained only by the careful and extensive observations of physicians. Many have the means of knowing the condition of the patient, and the allowance to be made for other changes, as well as that of locality. In order to ascertain and properly illustrate the effects of the variations of atmospheric pressure upon public health, it will be necessary to make an extensive comparison of the daily and monthly statistics of mortality where these are preserved, with the changes of the barometer. Other conditions of the atmosphere, of course, should also be noted and estimated.

But my purpose, at this time, is to ask the attention of practitioners to the effects of a change of atmospheric pressure upon their patients. If they think the subject worthy of their attention, let them have the results of their observations.

OUTLINE HISTORY OF ECLECTIC MEDICINE.*

BY ALEXANDER WILDER.

The eclectic school of medical practice is emphatically American in its origin and principal operations. Its essential difference from the others consists in a total discarding of venesection, and the employment as remedies of the minerals, their salts and compounds, mercury, arsenic, antimony and lead. The other metallic agents are regarded also with distrust, but no formal declaration has been made against them; and doubtless, sodium, potassium, magnesium and one or two others, will long be treated as exceptions. Most mineral and metallic substances are wholly incapable of assimilation by the physical organism, and constituting agents repugnant to its health are improper to be employed to remedy its lesions and disorders.

It is, accordingly, claimed by its friends and champions of eclectic medicine, that they have advanced and elevated the standard of medical and surgical practice, by establishing a more humane and scientific method of treating the sick, discarding dangerous and noxious agents, and providing efficient and safer substitutes for them. A great and comprehensive system has thus been established on the basis of a wide and enlightened experience. The credit is due to eclectics for the discovery, proving and adopting of many new and important remedies, chiefly from the indigenous medical plants of this country, and for the adoption of numerous methods for extracting their active principles, thus rendering these agents equally efficient and more acceptable. The ablest physicians of Europe import and prescribe these medicines, giving honorable acknowledgement for them to the American eclectics. They are also now largely employed by physicians of the school claiming to be the "regular" and dominant school of medicine, and constitute also a very considerable proportion of the remedies made use of by the homœopathists. Indeed, many of the physicians of the latter order appear to be eclectics in practice, though careful to avoid the name; and one of their most

* This paper was originally prepared in compliance with the suggestion of the following letter from the commissioner of education, and was accepted by the president of the association instead of the subject which had been assigned to the writer, a few weeks before the meeting at Springfield. It has been enlarged in some places bringing the subject down to the year 1876. We give the text of General Eaton's letter:

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION, }
WASHINGTON, *October 19, 1875.*

DEAR SIR — From your connection with the Eclectic Medical College of New York, I take the liberty of addressing to you the inquiry whether, so far as you know, any steps have been taken by the eclectic medical fraternity to present at the centennial a record of the progress of scientific training in their special line. If none have been taken, would it not be well to set on foot, at once, some measures looking to the presentation of a record of this kind? Small space remains between this and the first of January, when the reception of all materials for exhibition must begin. Trusting that something may be done, if it has not already been, I am,

Very respectfully, your obedient servant.

JOHN EATON,
Commissioner of Education.

important text-books is a work upon the "new remedies," and the use in homœopathic practice.

Eclectics are generally not agreed in regard to the law controlling the action of medicines. Why a remedial agent benefits a sick person or indeed, why a food nourishes, is a proposition which the human intellect cannot explain. We know such things only empirically; however learnedly we may endeavor to set them forth. But the genuine eclectic will distrust and discard every medicinal agent and every course of treatment which impairs the vital power. We believe the proposition that one disease is cured by producing another, to be unsound in principle and opposed to correct practice of the healing art. The fancied necessity for the noxious drugs is a delusion. All the necessary purposes can be more surely effected in our present state of knowledge, imperfect as it may be, by remedies which are at once more harmless and more efficacious. Besides, the medical art cannot remain stationary; new discoveries and provings must and will always lead to change in remedies and treatment.

GALEN AN ECLECTIC.

The name eclectic was suggested as belonging to the school of physicians established in the second century by Galen. This distinguished writer was a native of Pergamus, and had received a liberal education from his father, who was an architect and mathematician. He afterward became the student of Satyrus, an accomplished anatomist, also of Stratoniceus, a physician of the Hippocratic faith, and of Æschron, a follower of the Empirics. His father dying, he entered the famous school of Alexandria, where he became proficient in all the branches of medical science, and in the eclectic or new-platonic philosophy. At the age of thirty-four he made his residence in Rome and was appointed physician to the Emperor Marcus Aurelius Antoninus, the philosopher.

Galen appears to have been the first teacher of medicine who made his knowledge public. Before him, physicians seem to have constituted a secret order. The famous Hippocratic oath, generally known by intelligent men to be a forgery of uncertain date,* obligated every candidate for medical honors to keep the knowledge of his art from every one but the children of physicians and initiated persons. But

* Mercurialis unhesitatingly declared the so-called Hippocratic oath to be a forgery. Dr. Coxe denies that Hippocrates was the author, and, indeed, nobody would have been more profoundly astonished than "the Father of Medicine" himself, to have heard the prediction that his name would be used to consecrate actions so diametrically in opposition to what he did and taught. Before his day, priest-castes had assumed to be the physicians and medical directors of the people, and with their gentle appliances of the cross and impalement, and such like, had pretty effectually kept down all "irregular practitioners" from encroaching upon their "divine prerogative." He was the last man, therefore, whose name should have been selected to designate such an imposture. Besides, an order or caste, self-perpetuating, and existing from generation to generation, aggregates to itself power, and naturally becomes an enemy to the liberties of the people. If the physicians, as a body, constituted such a caste, it should be broken up as vigorously as our missionaries demanded of the Brahmans and Hindustan, and its members should be interdicted from the exercise of such rights of citizenship as involve peril to civil liberty.

Galen, at the solicitation of the leading savans and citizens of Rome, opened a public school for lectures on anatomy and medical science. Immediately the physicians of that city raised an outcry against him, compelling him, by mob violence, to discontinue his instructions, and finally to leave Rome. But the silencing of the teacher by no means prevented the dissemination of his doctrines. What he was not permitted to say he committed to parchment; and in eighty-two books, still extant, besides as many more not now complete, or of uncertain origin, we have his views of medicine, human anatomy, physiology and philosophy. He was eclectic in the genuine sense of the term. In philosophy he belonged to the school of Plato; in physics and logic he was a follower of Aristotle. While he accepted the practical knowledge of Hippocrates, he discarded the various errors and charlatanic practices which were fostered under the shadow of his name.

He was the first writer who taught that the brain was the organ of mental action. His works on anatomy are intricately thorough and wonderfully accurate. He defined carefully the distribution of the nerves into cerebral and spinal, nerves of sensation and nerves of muscular motion. Under the designation of attractive and expulsive faculties, he taught the modern theory of exosmosis and endosmosis. His treatise on hygiene, the nature of ulcers and human temperaments, agree substantially with the views held at the present time.

Materia medica and pharmacy were the objects of his particular study. He selected his medicines from the three kingdoms of nature, giving the preference, however, to vegetable productions. Though silenced by the cotemporary physicians of his time, for revealing a science which had been rendered arcane, and for proclaiming new doctrines in regard to medicine, hygiene, physiology and anatomy, he has been enabled to speak to all subsequent generations; and though unambitious of fame, his works on medical science and metaphysical learning, have rendered his name illustrious above every other name in his profession.

From this school of practice and philosophy it is easy to perceive that Professor Morrow obtained the designation of eclectic.

EARLIER HISTORY.

The embargo and closing of our ports during the revolutionary war, led physicians to turn their attention to the medicinal plants belonging to the flora of North America. The new pharmacy was rude enough, and many will think it a testimonial of their own sagacity to sneer at the homely methods then adopted. There was no system of botany then elaborated, and the vocabulary of chemistry was equally crude and indefinite. Hence the opportunity to acquire technical knowledge was very limited. But the early explorers of our indigenous materia medica succeeded in making discoveries which added materially to the general stock of medical science, and furnished a nucleus about which others might center.

Dr. Jacob Tidd, of East Amwell, New Jersey, was one of these early investigators. He learned medicine from a German physician

of high standing, for medical colleges were rare in those days. He then turned his attention to the American flora with remarkable industry and commensurate success. He practiced medicine in the same manner for more than forty years. He achieved an extensive reputation for his success in the diagnosis and treatment of cancer, a malady which, through the researches of the late John Hughes Bennett, of Edinburgh, and several distinguished surgeons of the eclectic school, has been brought within the range of ailments considered oftentimes incurable.

Wooster Beach, of New York, was a student of Dr. Tidd. He was the first man among us that endeavored to constitute a reform school of medical practice. At that time it was a penal offense in most of the States to practice medicine "irregularly." Yet a medical man or student in medicine, though learned as Humboldt or Agassiz, could never have obtained a degree from any medical college in this country, if he did not subscribe to the old school platform and code. The lawless confederacy in the coal regions of Pennsylvania, commonly known as the "Molly Maguires," had an abundant precedent for their conduct in the example of the self-styled "regular" physicians. The spirit of both organizations emanated from the same source. One was murdering, the other murderous. "No man might buy or sell, save he that had the mark or the name of the beast, the number of his name." (Rev. xiii, 12, 15, 17.) Dr. Beach could not, under such circumstances, procure a charter from the Legislature. It was necessary, therefore, for him to undertake the enterprise as a private citizen. Accordingly, in 1826, he established "The New York Reformed Medical College," at our great metropolitan city, and shortly afterward published a periodical, The Reformed Medical Journal, to set forth his views to the public. Wanting the necessary text-books, he prepared, himself, a work on medical practice and surgery, a treatise on materia medica, another on midwifery, and a smaller work on physiology. In point of literary excellence these works compare favorably with those of other schools of practice published at the same time. The work on the practice of medicine and surgery was sold largely in England, and copies presented to the kings of England, France, Holland, Bavaria, Prussia, and others, most of whom not only wrote letters of acceptance, but awarded him the royal medal of their respective countries.

Samuel Thomson, though a cotemporary of Dr. Beach, and a vehement dissenter from the legalized practice, was, in no respect a fellow-laborer, except in that of dissent. It is a mistake, therefore, to regard the eclectic as an offshoot of the Thomsonian movement. In later years there has been a very extensive merging of the two parties, but at the expense of many distinctive views. Intelligent Thomsonians are giving up their favorite system of emetics, and the foremost eclectics are as generally discarding their former pernicious use of purgative medicines. But there are yet separate organizations and colleges.

REFORM MEDICAL INSTITUTIONS OTHER THAN ECLECTIC.

Of these we have to mention their pioneer college at Petersburg, Virginia; an enterprise which, considering the time, cannot be too highly eulogized. There was, also, another, the American college at Macon, in Georgia, which bore an excellent reputation. The government of Georgia appears to have been more just and magnanimous than any other State government either north or south. During the late civil war, surgeons educated in this and other reformed schools, who afforded evidence of qualifications, were accepted for the regiments. The code of ethics was not regarded, and in consequence the soldiers of Georgia were better served. They needed no order of a surgeon-general to protect them from being poisoned with mercury or antimony — drugs more to be dreaded than the bullets of the enemies' sharpshooters. Less favorable, on more accounts than one, was the record made by the surgical service of the northern army. There the American code of ethics was rigorously enforced. No physician, whatever his merit, could pass the examining boards except he pronounced the prescribed shibboleth in accordance with that. Even the application of antiseptics in surgery was inhibited when it had been ascertained that this was an invention by eclectic surgeons.

Probably the Worcester Medical college should be placed in the category with "physiopathic" institutions. It was incorporated by the Legislature, or general court of Massachusetts, about thirty years since. In its general features it was very decidedly Thomsonian, but evinced a genuine spirit of comity and disposition to fraternize with the eclectics. Several of its professors became teachers, at various times, in eclectic colleges without disapproval from the managers of this institution. Its master-spirit, Calvin Newton, was a man of extraordinary probity and energy. He had been also a clergyman of the Baptist denomination, and walked worthy of his vocation. The college under his leadership achieved a high eminence in the reformed school. It was, indeed, the leading institution of the Atlantic States, and would doubtless have remained in that character but for the untimely death of Dr. Newton. After this event the sessions of the college were discontinued. Its charter, however, is still in force.

Very similar in character was the Metropolitan Medical College of the city of New York. The trustees and faculty were constituted of both eclectics and physiopathists. The rooms of the institution were at No. 68 East Broadway. Doctor I. N. Comings, formerly of the Worcester college, and the Hon. Joseph D. Friend, were among the leading professors. This college was incorporated about the year 1853, and continued in existence several years with varied success. The unexpected repeal of its charter by the Legislature appears to have been the sequence of a misunderstanding in the board of management; and the animosity growing out of this matter has never been entirely healed. The institution, during its brief existence, performed much valuable work, and many of its graduates are now enrolled with the eclectics.

The Physio-medical college at Cincinnati, and its veteran chief,

Dr. Albert Curtiss, occupy deservedly a high position in the ranks of reformed medicine. The college is the oldest now in existence upholding the Thomsonian faith. Doctor Curtiss has been a powerful champion of reformed practice, and is possessed of rare sagacity and erudition. Few adversaries belonging to other schools of medicine would venture to encounter him in debate. His extraordinary memory, great command of facts and inflexible logic, have rendered him indeed a "terror to evil-doers." He is the author of several medical works of repute; and though he has lived to a good old age, it may be said of him that his "eye was not dim nor his natural force abated." His associate, Professor W. H. Cook, is a gentleman of scholarly attainments, and deserving in other respects.

The Physiopathic College at Indianapolis is also worthy of favorable mention. Its faculty are men of ability, superior learning, and great personal merit. Like their professional brethren, they are more extreme and pronounced in their views than the eclectics, and perhaps more advanced, discarding, in their declarations, all medicines that can, in any dose or quantity, be poisonous or destructive to life. But notwithstanding our apparent differences of opinion, there is much good-will between the two schools. Indeed, the tendency of the times appears to indicate a harmonizing of the Thomsonian or physiopathic practitioners with the eclectics. But we will leave our friends to speak for themselves.

THE ECLECTIC MEDICAL COLLEGES.

The great pioneer after Dr. Beach, of the new American school of practice, was Thomas Vaughn Morrow, of Kentucky. He was one of the first who became a student of the New York Reformed Medical College. Isaac G. Jones, of Ohio, soon followed. "Morrow's superior talents, and his remarkable qualifications, very soon arrested the attention of those connected with the New York schools, and in 1828 he was appointed to the chair of obstetrics in his alma mater, the Reformed Medical College of New York. At that early day Beach clearly foresaw that it was in the mighty west where the great American idea of medicine was to take permanent root. Acting upon this conviction, Dr. Beach issued a circular, and sent it to various points in the west, the object being to elicit such information as would enable him to make a judicious selection in locating a reformed medical college."*

The Rev. Philander Chase, bishop of Ohio, and an uncle of our great financial minister, had secured a charter for a university at Worthington. Dr. Beach was invited, in 1830, to transfer thither the faculty of the Reformed Medical College. In 1831 Professor Morrow was inaugurated as president of the medical department at Worthington. He was a gentleman of commanding intellect — one of those men whom the world recognizes as heaven-born leaders: *anakes andron* — kings of men. He associated with him an able

* Professor G. W. L. Bickley: History of the Eclectic Medical Institute of Cincinnati, chapter ii.

faculty, and they carried on operations till 1842. Abandoning the organization at Worthington, Professor Morrow and his fellow-laborers repaired to Cincinnati and opened a school at the corner of Sixth and Vine streets. He gave his new enterprise the name of "Reformed Medical School." Doctors Baldrige, Carr, Lorenzo E. Jones, Jordan, and B. L. Hill were teachers.

In 1845 The Eclectic Medical Institute of Cincinnati was incorporated by the Legislature of Ohio. The Honorable Ephraim R. Eckley drew an able report and presented it to the Senate in favor of the measure. A medical journal was published, and the new enterprise was successfully conducted in accordance with the original views of its noble founder till his death, July 16, 1850. Thus, in twenty years, Professor Morrow had given the new school of practice a definite organization, public standing and name. It was he who christened the reformed system by the name of "Eclectic."

The Memphis Medical Institute had also been maintained for several years at Memphis, Tennessee, of which Professor Robert S. Newton, William Byrd Powell, Zothath Freeman and J. Milton Sanders were the principal instructors. All these gentlemen are favorably known as authors of scientific works. At the death of Dr. Morrow they were invited to unite their school with the college at Cincinnati, and a consolidation was effected which augured the best results. The Eclectic Medical Journal was conducted by Dr. Newton with great ability, and achieved a wide popularity. But unfortunate dissensions in the faculty led to a controversy in the courts, which was, as is usually the case, disastrous alike for both victors and vanquished. The sequel was such a change in the proprietorship of the institution as materially altered its interior management.

The American Medical College, consisting of gentlemen who had separated from the Eclectic Medical Institute, was chartered about this time under the general laws of Ohio. Its professors were generally able and worthy men. The institution, under other auspices, would doubtless have been an honor to the reformed school. To the credit of the managers it must be stated that they consented to abandon their organization upon honorable terms, and thus obviate an unfortunate schism.

The Central Medical College was established at Syracuse, New York, in the autumn of 1850; and after holding a single term was transferred to Rochester, where it existed two or three years. Dr. Stephen H. Potter, now of Hamilton, Ohio, and Orin Davis, of Attica, were the leading men of this institution. In point of scientific and professional instruction the institution would compare favorably with the medical schools of the time. But it was impracticable to procure an act of incorporation, and so the college existed solely as a private enterprise.

After the removal of the institution to Rochester, another, the Syracuse Medical College, was established and sanctioned by the then existing New York State Eclectic Medical Society. Of this enterprise Dr. Potter was the leading spirit. A rivalry continued for some time, but the Syracuse college secured the chief advantage,

and in 1852 absorbed the other, continuing in existence after this for several years.

The Eclectic Medical College of Pennsylvania was incorporated in 1850, by a special act of the Legislature, and opened at Philadelphia the ensuing spring. Doctor Thomas Cooke was the principal man; Joseph Sites and Henry Hallembaek were two of his colleagues. The institution has had a checkered existence. Its charter was repealed by the Legislature in 1873, and restored by the Supreme Court. This school has not been, for many years, in good repute among eclectics, nor recognized by their organizations. It has recently closed its doors.

The Philadelphia University of Medicine and Surgery was chartered by the Legislature of Pennsylvania about twenty years since. Though its president, Professor William Paine, has generally been regarded as an eclectic, as well as his co-professors, they have preferred to denominate their enterprise "The New School of Medicine," a designation also the choice of many others. The university has enjoyed a good degree of prosperity, and its graduates are numerous in Pennsylvania, Maryland, Virginia and North Carolina. Dr. Paine is the author of several text-books, and editor of the *University Medical and Surgical Journal*, and his professional standing is acknowledged in Europe. Since the preparation of this article he has become a member of this association.

The Penn Medical University also existed in Philadelphia for several years. It professed, we believe; to be "liberal" rather than partisan. Its professors were gentlemen of superior education and refinement. Many of the members of this association are enumerated in its catalogues. It was merged, several years ago, with the Philadelphia university, but appears to have been recently revived under encouraging auspices.

The Bennett Medical College, of Chicago, was incorporated in the year 1868. It was named, by his own consent, after the late John Hughes Bennett, of Edinburgh, whose sentiments on venesection, the use of mercury, and in regard to medical treatment, tallied very closely with those entertained by American eclectics. The Chicago college was getting on very successfully, when its buildings were destroyed at the great fire of 1871. The managers immediately set to work and rebuilt the college edifice, and the enterprise is again in successful operation. Professors H. D. Garrison and A. L. Clark, the prominent men of the institution, are both in the vigor of life, full of energy, and of that temperament that adheres to a purpose with tenacity.

The American Medical College, at St. Louis, has also been in existence about four years. Its board embraces experienced men in the profession, and among the best and most practical men in the United States. It is gratifying to know that the college has obtained a foothold in the city hospital of St. Louis, where its professors deliver clinical lectures, diagnosticate, and suggest appropriate treatment for the disorders of the various patients. The purpose of the institution, as declared by its official organ, is to maintain "in the west, in the

great Mississippi valley, a medical college of our own school, earnestly at work for the maintenance of the principles we advocate, and upon which we practice — fully up to the standard in every thing — scientific, liberal, progressive and honorable.”

The St. Louis Medical College is in existence as a competitor of the preceding. As in other cases in New York, Pennsylvania and Ohio, we presume that a way will be found to bridge over the controversy amicably and with due fairness. The new institution has merit, and we trust that while it maintains a distinct existence, the rivalry will work no detriment to the eclectic cause, or generate irreconcilable animosity.

The American College of Reformed Medicine, at Macon, Georgia, since the rehabilitation of the State, has acted in sympathy with the eclectic school. Its distance from those parts of the country where eclectics are most numerous, operates untowardly; but doubtless, at a future day, there will be close acquaintance. There is a wide field in the gulf States which every eclectic must desire to see occupied. No institution can have a monopoly of these matters, or long subsist for the sake of personal emolument. The accession of new fellow-workers, especially in that part of the country, should be cordially welcomed, and an earnest interest taken in their success.

The incorporation of the Eclectic Medical College of the city of New York bore date April 22, 1865. The first president was the Hon. William F. Havemeyer, late mayor, and after him the compiler of this paper. Among the professors were Robert S. Newton, formerly of the Memphis and Cincinnati colleges, and still active in their eclectic school of practice; Paul W. Allen, formerly of Massachusetts, a fluent writer and speaker; William W. Hadley, before of the Central, and afterward of the Metropolitan Medical College; and Edwin Freeman, now of Cincinnati, a medical scholar of remarkable thoroughness and proficiency, having few superiors in any school of practice in the United States. He had been a surgeon in the army, having passed the examining board despite a tedious questioning unduly protracted for the purpose of finding a pretext to reject him, he being known to be an eclectic.

The literary and scientific standard of this college is the same as is required of the other medical colleges of the State, and persons graduating at it are entitled by law to the same rights and immunities as belong to graduates of other schools. Its standard has been duly acknowledged in England, and students received from it into British colleges. The curriculum requires three years of study with a reputable practitioner, two full courses at lectures, although more are preferred and urged, a good English education and upright character. The disposition is to increase these requirements and make more study obligatory. A younger class is growing up imbued with a passion for scientific and literary attainment which will, before many years, place the eclectic school, in collateral requirements, on the same footing with the wealthier and more favored medical schools, that make greater boast, and are so often ungenerous in their conduct.

As time passes on the members of the new school of medicine will better understand each other. Then "Judah will not vex Ephraim, nor Ephraim envy Judah." There is no good foundation for animosity or jealousy. The prosperity of each will be sure to enhance the truest welfare of the others. As a more perfect spirit of comity arises between the respective colleges, their rivalry will become no sordid aspiration to make money off from students or for aggrandizement at the expense of fraternal institutions, but an emulation to advance the general cause of science and learning, and elevate the standard of scholarship.

THE NATIONAL ASSOCIATION AND AUXILIARIES.

Under the influence of our great pioneer, Professor Morrow, was formed the National Eclectic Medical Association. It held annual meetings till 1856, by which time general interest flagged in it and it became dormant. There were State auxiliary associations also formed in several of the eastern and north-western States. The New York State Society was organized in 1849, with Dr. S. H. Potter for president, and county societies existed in the principal counties of western New York. These all died out. With the civil war there was a great falling off of interest in the local eclectic organizations everywhere. There had been a general repeal of the State laws imposing legal disabilities, and with this repeal there arose a widespread disposition to practice medicine independently, with little regard to organization. But, in the examinations for surgeons to the regiments, the general practice was to exclude eclectics. Many of them were, however, afterward employed under different circumstances, and the public service received no detriment from it. The famous circular of Surgeon-General Hammond, interdicting the use of calomel and antimony, was a powerful testimony to the correctness of our views, and brought incalculable benefit to the luckless soldiers, who are, indeed, in infinitely greater peril from the medical stores than from the weapons of the enemy.

After the war a disposition arose to revive medical eclectic organizations. In 1863 the Reformed Medical Association of the State of New York convoked a State convention at Albany to organize an eclectic society. It was held in the month of October, and made a permanent organization. Resolutions were also adopted enlogizing Circular No. 6, of Dr. Hammond, and declaring him entitled to the thanks of all the soldiers in the army. In 1865 the Legislature, after a bitter and obstinate contest with the physicians of the other school who happened to be members of the Assembly, granted an act of incorporation, since which time the society has received from subsequent Legislatures equal consideration with other medical societies. It has printed eight [nine] volumes of Transactions, which, for practical worth, compare favorably with similar works of the kind. The entire State is now occupied by auxiliary societies, and the number of practitioners is steadily on the increase.

In 1870 the officers of this society, in concert with those of other State organizations, called a convention to meet at Chicago, to resusci-

tate the National Association. The meeting was held in September, and the association was organized under hopeful auspices. A charter was conferred upon it the next winter by the Legislature of New York, giving it corporate powers and privileges. It has met regularly since that time; at New York, in 1871; at Indianapolis, in 1872; at Columbus, in 1873; at Boston, in 1874; at Springfield, Ill., in 1875, and at Washington, D. C., in 1876. The next meeting will be held at Pittsburg, in June, 1877. The presidents since the organization were: the late John W. Johnson, of Hartford, Conn., in 1870; James R. Duncan, of Crawfordsville, Ind., in 1871; C. Edwin Miles, of Boston, in 1872 and 1873; W. M. Ingalls, of Hamilton, Ohio, in 1874; Benjamin J. Stow, of Brooklyn, N. Y., in 1875, and Oliver H. P. Shoemaker, of Avoca, Iowa, in 1876.

There are now State societies in active operation in Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, Nebraska, Kansas, Oregon and California. As a more familiar relationship grows up between the citizens of the northern and southern States, we doubt not that this number will be largely increased. The number of reformed physicians in the United States is estimated at 12,000; nevertheless, a large proportion cannot be found on record as such. The policy adopted by State and National administrations to exclude eclectics from all places of honor and emolument, solely because they were eclectic physicians, has induced many to adopt the name and style of the old school. In like manner the popularity enjoyed by professed homœopathists in our cities and wealthier communities, has had a similar influence to lead many who prescribe and treat their patients in the eclectic manner, to take the designation of homœopathists.

The Legislature of New York, two or three years since, passed a law providing for the appointment of State boards of examiners, one for each incorporated society, with power to examine applicants, who should, in the event of a satisfactory result, be awarded a second and higher diploma of Doctor of Medicine, to be issued by the Regents of the University. The board for the State of New York consists of Drs. Robert S. Newton, Alexander Wilder, J. Edwin Danelson, of the city of New York; Herman Boskowitz, of Brooklyn; Robert Hamilton, of Saratoga; D. White, of Ithaca, and Orin Davis, of Attica. Candidates for the "University Degree," are required to understand the Latin language, and to undergo a satisfactory examination, as prescribed by the board of regents, in anatomy, surgery, physiology, pathology, histology, materia medica, therapeutics, botany and chemistry, and also in the science of medicine as taught by the other schools.

We have stated that eclectic medicines were largely vended in Europe; also, that large editions of Dr. Beach's works had been sold in Great Britain. There has been, for years, an Eclectic and a Reformed Medical Association in that country, although the restrictions on practice have been of the illiberal character which formerly sullied, and even now, occasionally blotches the legislation of the

United States. There was a medical journal, *The New Era of Eclecticism*, published for several years, but it has suspended, and *Botanic Practitioner* appears to have taken its place. Dr. William Hitchman, of the city of Liverpool, former president of the Reform Association, is one of the most accomplished scholars of the century and but for his peculiar religious sentiments, his hostility to modern doctrine of evolution, and his adherence to eclectic medicine he would be regarded in his own country, as indeed he is on the continent of Europe, as among the first *savans* of the period. He has achieved some notoriety, as well as other reformed practitioners of England, by his efforts in opposition to the "Contagious Diseases Act," which arbitrarily compels vaccination — a practice now lauded but disapproved by Humboldt, Gregory, Simpson, Nittinger, Huxley, and others whose opinions are entitled to very great weight. But eclectic medicine seems to thrive best where republican principles are dominant. There is something antipathetic between it and the privilege of classes. We must wait, therefore, till the ascendancy of truly liberal politics shall afford a fair and full opportunity for men to labor who do not conform to the prescribed standard, and till men have unrestricted liberty to employ a physician of their own choosing. Such liberty is demanded for the people of Great Britain; it once did not exist in the United States.*

REPORT ON PHYSIOLOGY.

BY S. H. POTTER, M. D.

SUMMARY OF THE CELL THEORY.

A knowledge of the laws of life and the functions of living beings is of paramount importance to the physician. The basis of the science is the living protoplasm from which all organized life emanates. Untiring researches have been put into requisition by distinguished men of master minds, for the last half-century, to determine the origin and process of organized life, and with the most interesting results.

Living matter, investigated with the highest power of our best microscopes, shows the substance of every living organism to consist of three parts: nutriment matter, or pabulum; germinal matter, or bioplasm; and formed matter, as tissue, secretion and deposit. The

* Penal statutes against medical practitioners, stigmatized as irregular, formerly existed in the several States, and physicians were imprisoned repeatedly or compelled to leave their homes to escape their persecutors. In the State of New York reformed physicians were subject to penalties and disabilities till the summer of 1844. That year the State was canvassed with such success that Dr. E. J. Mattocks of Troy, a friend and fellow-worker of Dr. Beach, brought to Albany, and unfolded in the Assembly chamber a petition 153 feet long, signed by a majority of the legal voters, asking for the repeal of the offensive statutes. It is almost needless to state that they were promptly repealed. Similar legislation followed in other States.

nutrient matter, or living protoplasm, from which all organic life emanates, as seen under the microscope, appears as a mass of structureless jelly.

An elementary illustration enables us to appreciate the present marvelous microscopic power — the extent and nicety of recent investigations into the processes of organic life. The point of the keenest puncturing instrument which can be made, is ascertained to be the one twenty-eight-hundredth part of a lineal inch in diameter. This point, when magnified four thousand times, becomes three lineal inches in diameter. Hence the minutest portion of protoplasm, thus extended by microscopic power, would reveal structure if it was not absolutely structureless.

A brief sketch of these investigations into the nature of primary organic life is of vital interest to medical men. In 1838 the microscope was so far perfected as to form a basis for observing facts. At this time Schleiden originated the "Cell-Theory," but restricted the peculiar structure to plants. The *cell*, according to him, consisted of a cyst or vesicle and semi-fluid contents. Schwann added a third element to the *cell* — a nucleus. This semi-fluid possesses a capacity to occasion the production of cells; when this occurs, the nucleus forms first and then the cell around it. The cell, when formed, continues to grow by its own powers, directed by the influence of the entire organism, in the manner the whole requires. Hence it was boldly asserted: "Each of the millions of cells, each formed separately, lived its own life and died its own death." All of this was asserted about thirty-five years ago; it, however, has received material modification since that period.

In 1841 Dr. Henle pointed out the multiplication of cells both by division and budding. The same year Dr. Barry discovered the reproduction by division of the parent nucleus. In 1844 J. Goodsir maintained that the secretion within the primitive cell is always between the nucleus and the cell-wall, and appeared as the product of the nucleus. In 1845 Nagell pointed out the comparative importance of the cell-wall. In 1851 A. Brown proved that the cell-wall was not an essential part. In 1857 Leidig declared this an established fact in science.

In 1861 Max Schultze observed that *the most important kind of cells are destitute of cell-membrane* — he defining a cell as "a little mass of protoplasm, inside of which lies a nucleus. The nucleus, as well as the protoplasm, are products by division of similar components of another cell." Prior to this, in 1856, Lord Osborn discovered a process of staining of animal and vegetable tissues by carmine. Sir L. Beale, in the next ten years, advanced the knowledge of living tissues, by the aid of carmine-staining, to a degree which makes the bioplasmatic theory supplement and supersede the cell-theory. Heckel says: "This albuminous material is the original active substratum of all vital phenomena, and may be considered one of the greatest achievements of modern biology, and one of the richest in results." Thus it is seen, the old cell-theory is modified by the non-essential existence of the cell-wall or membrane. The *essential* is the *central, viscid, transparent bioplasm or living germinal matter*.

Of this Huxley says: "It is certain that neither cell-wall nor the nucleus is an essential element of the cell in animals or plants. Bodies, unquestionably the equivalent of cells — true morphological units — are sometimes mere masses of protoplasm, devoid alike of cell-wall and nucleus."

It is conceded that the nucleus is very constant among animal cells; but it is not universally present, and it rarely undergoes any considerable modification. The tissues are formed from the more superficial protoplasm of the cells. When nucleated cells divide, the division of the nucleus, as a rule, precedes that of the whole cell. In the lower order of animal life, independent living forms may present but little advance above an individual mass of protoplasm. All the higher forms of life are aggregates of such morphological units variously modified. The protoplasm of the germ may not undergo division and conversion into a cell-aggregate, but various parts of its outer and inner substance may be metamorphosed directly into those materials, physically and chemically different, which constitute the body of the adult. The germ may undergo division and be converted into an aggregate of cells which give rise to the tissues by undergoing a metamorphosis of the same kind as that to which the whole body is subjected in the preceding case.

Substantive, generative and correlative functions, in the lower forms of life, appear to be exerted indifferently, or nearly so, by all parts of the protoplasmic body. This is true of the functions of the body of even the highest organisms so long as they are in the condition of the nucleated cell. A most singular and interesting fact has been made clear: *Generation*, both by fusion and germination, is not confined to the simplest forms of life. Both these modes are common, not only among plants, but among animals of considerable complexity of structure. Throughout almost the whole series of living beings we find *agamo genesis*, or generation without sexual co-operation. Eggs, in the cases of drones of bees, develop without impregnation. That perfect individuals may be *virginally* born, even in the higher forms of life, is now generally conceded. The law that there must be two parents is by no means universal. The phenomena which living beings present have no parallel in the mineral world. These facts are from the recorded researches of Beale, Huxley, Bain, Drysdale, Darwin, Carpenter, Ranke, Dalton, Myvert, Lyell, and all other distinguished specialists within our knowledge.

The foregoing is a brief digest of modern researches into the nature and processes of organic life. All organisms emanate from living protoplasm — a mass of structureless, transparent, fluid jelly. Huxley says: "A mass of living protoplasm is simply a molecular machine of great complexity, the total results of the working of which, or its vital phenomena, depend, on the one hand, on its construction, and on the other, upon the energy supplied to it; and to speak of it vitally, as any thing but the name of a series of operations, is as if one should talk of the horology of a clock." Here comes in the point of division between two distinct classes of equally distinguished philosophers. Is all this mechanism, or is it life? Whence comes this vitality

imparted to living protoplasm giving it such 'marvelous power of organization ?

Practically, it may be fairly deduced that there can be no higher state of vital action than the normal one. All changes produced by diseased action are through the lessening of vital action. Therefore, all remedial measures and means should foster and accelerate vital action. Pathological action is abnormal physiological action. Both are vital action. Physiological action is healthy change, development, tissue-change, secretion, excretion, etc. Pathological action is only abnormal modification of similar phenomena. Unaided *nature* can and will perform wonderful cures. Our medical science and art must be addressed to sustaining vital action, otherwise we add new dangers to disease, and occasion unnecessary complication, if not worse.

It is obvious that we should place great emphasis on rational aliment, in all cases, so as to secure good digestion and assimilation — furnish the proper pabulum to form normal living protoplasm. This is the basis of all procedure in practice : see that the emunctories are kept free from obstructions, and avoid, as far as possible, violent action and reaction of the system. This is what I understand as medical eclecticism, and why I am an eclectic.

HAMILTON, OHIO, *September* 1875.

JOINT REPORT ON MATERIA MEDICA.

Gentlemen of the Association. — The progress made during recent years, especially within the last decade, in differential diagnosis based upon a more thorough knowledge of pathological symptomatology, has rendered it desirable that a better acquaintance with the positive or specific action of remedies should be had.

Whether specific medicine or the positive acting medicine be a fact or not, and however little some may believe in the specific action of remedies; it is an undeniable fact that every physician who does not pursue a routine practice, has and uses remedies which he deems positive or specific in certain diseases or pathological conditions. We must admit that some remedies do have a positive or direct action; and if some have this direction, why may not all ?

It may be inquired : have we any data upon which we can base our observations relative to the special or positive action of medicines upon special tissues ?

In answer we can safely reply " that we have abundant evidence of admitted facts of this character. Especially is this the case relative to the toxical impression of medicines, the alterations in the nervous and capillary structure of the cervical portion of the *medulla spinalis*, from poisoning by strychnia, the ruptured condition of the various muscular fibers of the uterus after full doses of ergot, the varicose condition of the hemorrhoidal veins and irritation of the

mucous membrane of the rectum after the use of aloes, the ophthalmoplegia and ptosis after the use of gelseminum, and urethritis after the use of cantharides, together with a large number of other admitted facts relative to the direct influence of medicines upon special tissues of the body. This being the case, it only remains for us to study these influences to learn the precise tissues or organs upon which each remedy manifests its power, together with the character of the impressions, whether they increase or diminish the vitality of the part, whether they produce atrophy or hypertrophy, consolidation or softening." If the physician does not understand the general as well as the special action of his remedies, how can he expect to cure his patient? All branches of the profession are seeking in the direction of positive medication more than ever before, which gives us ground to hope that wonderful and most useful discoveries in that direction await us. It is, therefore, very desirable that a philosophy of therapeutics, as based upon the positive action of remedies, should be sought for, and that the results should be embodied in our works on *materia medica*.

While eclectics have been numerically enlarging the scope of the *materia medica* by discovering and adding to its many new remedies with a view of volubility, and have devoted much attention to their general properties, they have neglected to study and note their positive therapeutic uses, except in few instances. Without this knowledge we can never even approximate to a scientific *materia medica* or therapeutics, and our success as physicians must necessarily be limited.

Dr. S. H. Potter says: "How can we improve our *materia medica* and therapeutics and approximate to specifics? Obviously by all, without distinction, devoting every opportunity to observe and test both, old and new, and as yet untried remedial means and measures. * * * This great work of developing our *materia medica* and therapeutics is the great want of our profession. Our honor is interested, and suffering humanity appeals for our professional aid. More reliable medicines, more exact knowledge of their action and results is the important work for each practitioner for years to come."

We would inquire how does a knowledge of the general properties attributed to remedies in the dispensatories, as cathartic, emetic, diaphoretic, diuretic, alterative, expectorant, sedative, etc., contribute to positive therapeutics, when, as we well know, cathartics act differently and on different portions of the alimentary tract, and of sedatives that one acts upon the arterial system, another upon the general nervous system, and another acts upon the brain, spinal cord, or the heart?

Therefore, in order to possess a definitive *materia medica*, we need a new classification of the properties of remedies, as regards their physiological or pathological action, whether they be general or special. This will require a new departure, a new *materia medica*. Are we prepared to make one? No; it will require years of close observation, and when such a work is written, owing to our prejudices, many of us will cling to the wagon, the wheels of which run in

the old ruts of the routine of past centuries. In short, we need and must have a *complete examination of the materials of our materia medica*, with reference to the positive, if you please, specific action of our remedies, and then a newly-written materia medica embodying the results of such investigation. Such a work should be short, concise, and yet comprehensive. It should be a complete manual for ready reference for the busy practitioner, and need not be voluminous. It should contain the positive results of the action of the old as well as the new remedies. For who ever thought of controlling and curing dysentery with minute doses of ipecac, congestion of the brain with belladonna, or of arresting mammitis with phytolacca in the olden time, although they, especially the first two, are old and long-tried remedies?

The method of teaching materia medica, as laid down in our dispensatories and taught in medical schools, is open to objections. Too much space in the one, and time in the other are given to the botanical history, the commercial history, classification, chemical history and the pharmaceutical 'preparations of the remedy, and too little to the medical properties and uses; for instance, thirty pages are devoted to the former and but four to the latter, in the United States Dispensatory on the article cinchona.

The student should be well informed in botany before entering the college; for of all places in the world a medical college is one of the worst at which to learn botany, and if the student fails to learn it before entering, he seldom or never will.

Another objection is, that the teaching of materia medica there partakes too much of generalities and too little attention is given to specialties; too much time is devoted to the written history and description of remedies which only gives to the student a theoretical knowledge of the subject, and too little attention to the most essential, because the most useful, *the practical part*. So much is this the case that he gains, during his lecture-courses, but a meager practical knowledge of the subject, and after leaving the college is, in many instances, unable to distinguish, by sight or any other sense, the plants growing around him. How could it be otherwise when the teachers of materia medica, so often found in the schools, are themselves dependent upon the dispensatories for all the information they impart to the student, and cannot distinguish, when growing or in the dry state, *Eupatorium perfoliatum* from *Eupatorium purpureum*, or from the different species of *Asclepias*?

To such an extent does this ignorance prevail among college-bred physicians — graduates if you please — that the country doctor who never saw the inside of a university, or bumped his nose against a college-door, but is thoroughly acquainted with the materia medica of the books, and of the region in which he lives, thus possesses a practical advantage over his college rival that can scarcely be estimated. And why should it not be so, when many of the graduates, "college-bred physicians," cannot distinguish, by the senses, a stack of helia from maidenhair, vervain from a mullenstock, sassafras from sassafras, or a white-oak or chestnut tree from a birch or beech?

Such ignorance we have seen, and in a large measure it does prevail among a large class of physicians, many times to a great disadvantage; but we are free to say that eclectics are steadily progressing, and with them such a state of things is inexcusable. It might be urged that the great advances made in pharmacy, by which the elegant products of crude materials are placed upon our shelves ready for immediate use, renders the knowledge of the cruder articles unnecessary. In practice this, to a certain extent, is true and might relieve the student from the tedium attendant upon acquiring a practical knowledge of *materia medica*, and we fear many take advantage of this *short cut* to reach practice. But it partakes of the plan of making a scholar by a study of the classics, to the neglect of the English branches, and rendering him a laughing-stock for school-boys.

We would not, however, advise every doctor to go to the woods, dig roots and bark trees, or gather the herbs, in order to find out the difference in their characteristic appearances; although many might do so with advantage, and the people would be the gainers, if some of them did nothing else but *dig roots*. Yet we do most strenuously insist upon eclectics being better acquainted with our indigenous *materia medica*, as it is the distinguishing, the saving feature, of the eclectic practice.

It would be to the advantage of some, no doubt, to take lessons from "a root and herb doctor" whom certain men call a "quack." As we before remarked, the student should obtain this knowledge before being sent to the college. Preceptors are too apt to neglect their students in this regard. Every physician who educates a student should spend a few hours occasionally during the summer months in the fields, the meadows or the woods, and impart to him this instruction, or the student should spend some time with a professional botanist. A whole summer passed in this way would be time well spent.

It is often necessary, for the country physician especially, to use or prescribe some remedy found growing in the immediate neighborhood, and he should be able to describe or find it readily, know its use, and be familiar with its medicinal qualities.

As a thorough knowledge of chemistry gives a better acquaintance with physiology, so a thorough knowledge of *materia medica* contributes to a successful knowledge of therapeutics.

Pharmacy has, of late years, contributed much to our knowledge of *materia medica* by changing the materials thereof, or isolating the active principles from the crude, presenting us the many elegant preparations now used in practice, which is a very important feature and largely adds to our success.

As eclectics we have sufficient reason to be proud of what has been accomplished, and may we not hope that much more will be accomplished, if we labor in the cause as in years gone by? Notwithstanding professional prejudices, the tendency to keep the beaten track, the difficulties which we encounter in the introduction of *new* or even *positive remedies* in the treatment and cure of diseases, we are war-

rated in saying, and all may feel encouraged in the belief, that ere many years shall have gone by, the eclectic materia medica, practice and therapeutics, will be pre-eminent over all others, give strength to our cause, and success which cannot be gainsaid.

H. WOHLGEMUTH, M. D., Ill.

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Committee.

SPRINGFIELD, ILLINOIS, *June*, 1875.

S U P P L E M E N T A R Y .

BY H. WOHLGEMUTH, M. D.

The subject of materia medica, to understand it well, is of no small importance to any one who wishes to succeed in the practice of medicine. It is so intimately connected with the other branches of the healing art that without a requisite knowledge of it we should almost invariably fail. In the successful treatment of disease, and the alleviation of suffering, it is absolutely indispensable that we possess a thorough knowledge of the medicines employed, and understand their therapeutic effects.

A medicine is that which, in suitable doses, acts in harmony with the laws of nature, and, when duly administered, assists in the restoration of health.

It is necessary, then, for him who practices medicine, to become conversant with the action and effects of the remedies thus employed, study nature's law, be obedient to its mandates, understand its operations and its timely call for our aid, and by a watchful observance select our remedies. This is what we understand to be the true science in the practice of medicine.

It is upon these great principles that the whole science of medicine was founded, and upon which the success of every intelligent and successful physician depends. For it is an undeniable fact that he who would practice medicine, scientifically and in accordance with the laws of nature, should understand and not forget the relationships thereto. Just as sure as the healing process of nature lies at the foundation in the cure of all diseases, just so sure is it that by a proper application of the means a cure can be effected by relieving and assisting; and many times it can only be made possible by the proper appliances. And herein lies the necessity of being acquainted with the means employed. Many times, by the removal of exciting causes, disease may be checked and a speedy cure effected, as the experience of all will prove. For example, in case of poison, the removal of the same or the administration of proper antidotes, gave relief at once. In case of injury by foreign substances, the removal of the same affords relief. In abscess, as well as all minor or capital

operations, the use of the knife becomes requisite, and we call to our aid in cases of fracture or dislocations, bandages, splints or other proper appliances. Again, in some diseases we find the system so much excited, the symptoms so violent and severe at the expense of all the vital organs, that we must resort to anodynes, diaphoretics and sedatives, which not only afford relief, but check impending danger, and many times effect a cure. Again, we meet with cases where the vital forces are so far exhausted that nature of herself cannot rally without the assistance of the proper remedies, such as restoratives, stimulants or tonics, etc. We find a restoration of health many times impossible without the proper care as to diet, pure air, cleanliness, etc. One great fault of many physicians is that of not doing enough, confining themselves to the "negative method" of curing disease, and thus delay the time of recovery, and, perchance, jeopard the health if not the life of their patients. The other extreme consists in what may be termed "doing too much," or making use of too heroic a course of treatment. In many instances nature will rid itself of disease, only a little time and patience being required. We should, therefore, be able to comprehend nature; in all its manifestations we should not seek to be its master, but its minister.

It is not my purpose to speak further of any special remedies at this time; for should I attempt, I fear I should fall short of doing the matter justice in so short a space or condensed a form as this report requires. We are all aware that our materia medica is constantly enlarging; new remedies are being added; many remedies that fell into disuse for many years, and were thought worthless, are again revived, have been proven to be valuable in the treatment and cure of disease, and many are ranking to-day among the very best of remedial agents. This has especially been the case since the introduction of fluid extracts, concentrated tinctures, alkaloids, resinoids and the many kindred preparations. Their different and simple administration, and the more certain and satisfactory results, are all encouraging. Remedies heretofore were administered with great uncertainty; and too often disappointment was the result of our best endeavors. Many times those who have been in former years, and even now are engaged in the practice of medicine, have felt mortified at being baffled. How wonderfully has all this changed; and to what source is due the credit of all the great achievements accomplished. The universal answer will be: it is the ever-watchful eye, and the genius of the human mind, which is forever penetrating into the mysteries of nature and making her reveal to us that which is unknown, bringing down to an almost specific certainty the expected results in the administration of our remedies.

The most important questions of to-day are: How shall we most successfully treat diseases, promote health and happiness, develop and perfect the agencies at our hands? In the solution we will contribute inestimable knowledge to the medical profession, and those for whose benefit it is will so acknowledge it. In this is our reward.

SPRINGFIELD, ILLINOIS, *June 18, 1875.*

REPORT ON GYNÆCOLOGY.

BY R. W. GEDDES, M. D.

The committee on essays and reports have appointed me, with others, to address you to-day upon the subject of gynæcology. I have not had an opportunity of consulting the others, and what I have to offer must be considered as an individual report.

By this method many valuable hints and suggestions in private practice may be brought out of much importance to this society, which could not conveniently be embraced in a general report. In a national association, where, of necessity, its members are far removed from each other, it seems to me to be practically impossible to do otherwise. What little I have to offer, then, on the important subject of gynæcology, will be principally taken from my own experience and observations in practice.

When we look back upon the history of gynæcology for the last fifteen years and observe the interest with which it has engaged many of the most eminent minds both of Europe and America, the valuable deductions unfolded, the many therapeutic agents they have advised, the surgical appliances they have instituted, the extraordinary operations recommended and performed, the instruments invented to render operations more easy, safe and sure, and the many valuable suggestions in hygiene and dietetics, it may seem presumptuous and supererogatory in me to offer a single suggestion. But notwithstanding the extraordinary services of these men, and the light they have caused to shed upon and penetrate even the most obscure pathological condition to which woman is subjected, still her diseases are on the increase, and her sufferings, it may be said, are intensified.

This, however, is not from the want of therapeutic or surgical resources, but is largely due to the follies and vanities of woman herself. Especially is this true of the women of the larger towns and cities. No correct knowledge of natural laws is required, nor the proper observance of physiological condition regarded as of any consequence, and thus many pathological developments are blindly induced which medicine cannot reach nor the skill of the physician remove.

This is partly due to the passionate fondness of women for dress, show and mental excitement, which seems to sway and subdue all the nobler aspirations. The force of their reason then appears more or less ruled and absorbed by the influence of these vices, and every thing bends to the will of the ruling passion. Atmospheric vicissitudes, physiological conditions, and seasons of great risk to health, are disregarded. So, with the thin dress, the constricted corsets, the thin shoe, and other improper attire, multiplying their diseases and increasing their sufferings by deranging the circulation, inducing congestions and inflammations, and impairing the vigor of the vital force.

But, worse than even these conditions in their consequences upon the female constitution, is the increasing aversion of many women to

the very idea of becoming mothers. Still more fearful than this, more calculated to increase the miseries of social life and intensify the suffering of woman herself, are the barbarous measures often employed upon her by the abortionist, and sometimes even by her own hands, to destroy the embryo within the womb.

Sometimes these efforts fail. Should such a child live to grow up to maturity, possessed, as it might be, of many of its mother's feelings, how much would be gained by its existence? Fortunately, no doubt, many mutilated children so born die early, while the larger portion are still-born.

A case of the kind, some time ago, came under my observation. The woman related the history to me while she was under treatment. When she found she did not "come round monthly," as she termed it, she became much excited and resorted to all manner of means to produce a turn of the catamenia. She used to raise heavy weights; which method she considered the most successful of all. At length she began to flow, and continued to do so until she became dangerously weak. After six weeks of flowing, she, by the advice of a friend or lady, used a strong solution of acetate of lead as a female injection, which had the effect of arresting the discharge; still she remained weak and miserable, and continued to bloat, despite all means used to give her strength. This bloating, she feared, was dropsy; on which account I was consulted. Three or four weeks later she was taken with severe pains resembling those of labor, and I was sent for. On vaginal examination I could find no *os uteri* but a large tumefied mass that lay posteriorly of the *os*, filling the *recto-vaginal* space. Two other physicians were called in, but could throw no light on the case. Her pains subsided that night about twelve o'clock, and the next morning she seemed quite comfortable. This demonstration repeated itself at two different times afterward without producing any apparent result. Two weeks later, however, vomiting, diarrhoea, hectic fever and emaciation became very marked; and milk, diluted with cold water, was all the nourishment which her stomach could bear. No medicine seemed to give any relief, and death, which the symptoms indicated to be near at hand, was all that promised respite from her sufferings.

About six weeks after my first visit I examined her *per rectum*, and found that the impacted mass had ulcerated through the anterior wall of that organ. The following morning I succeeded, after much difficulty, in delivering her of a putrid foetus, through the medium of that ulcerated wall and the anus. It appeared like a foetus of seven or eight months old. The left foot had already rotted off and passed away. I washed out the uterus by repeated injections of hot water through the perforation in the rectum, about four inches above the external orifice, to remove the residue of the decomposing placenta. She suffered extremely. It was a foot-presentation, and her system was fearfully relaxed otherwise. I could not have succeeded in removing it entire, it was so much decayed. From the period of conception to the day of delivery, she had retained this foetus — forty-six weeks, or a little over ten months. She knew the time correctly, as there was but one exposure.

This is one of the many difficulties that stand in the way to prevent our labors from being crowned with success ; this is why so many women continue to sicken, suffer and prematurely die — why our own labors so discouraging and often times unsuccessful — why the halo and glory of medicine have, in a great degree, faded in popular estimation. The people generally have no real conception of these matters. Their attention is almost always diverted from the facts of the case through the veil of deception that is thrown over it by the *substitution* of a *false name* that is generally given to the character of the sickness. The physician in attendance has often to accept and sometimes publish the falsehood in his daily rounds, and thus the science of medicine and the medical attendant are thrown into a false light which it is not always safe for him to correct. Nay, more, not unfrequently the physician may be called upon to sign a mortuary certificate in which fever or some other malady is named, instead of *metro-peritonitis induced by abortion*, as the cause of death. Thus, are we at times compelled to cover and consign to oblivion these fearful results of abortion. The influence of abortion upon the female sexual organs frequently develops complications directly and sympathetically, that thwart the beneficial action of medicine. If death does not take place immediately, it lays the foundation of lingering and wasting disease.

Another point which the gynæcologist has to contend with in a large per centage of cases, is the difficulty of instituting and continuing proper hygienic measures. It is almost impossible to convince many women of the necessity of breathing pure air, keeping the skin active, and, in warm weather more especially, well sponged, and the other excreting organs active and regularly attended to, or of maintaining a diet that will assure their more faithful action. I am aware that too great an activity of the excreting organs is undesirable. But how can we be successful, when a woman is suffering from leucorrhœa, prolapsus or metritis, or in fact from any form of disease, and does not have a movement from her bowels oftener than once in six or eight days ? This is not uncommonly the case, yet we can seldom convince her of the necessity of changing that condition by diet or otherwise. Prolapsus, leucorrhœa and flexion, especially anti-flexion, embrace a large per centage of suffering women ; and who can deny that constipation, if it is not the direct cause, at least plays a very important part in the matter — even defeating the endeavors of the physician ? When to these are added the destructive agencies of inappropriate dress, undue mental excitement and frequent exposure to atmospheric vicissitudes, we perceive some of the means and conditions established, and frequently sustained by woman herself, which complicate and multiply her sufferings and render successful treatment difficult.

Having directed attention to one or two of the causes which tend to multiply diseases and intensify suffering, I will now mention one or two of the mistakes on the part of the physician, whose treatment frequently becomes tedious and discouraging to the patient, as well as unsuccessful. The first of these is their mistake in diagnosis. It

is true that, in many cases, the phases are so mixed and obscure that a correct diagnosis is hardly practicable, and especially when the stomach, heart and nervous system are in strong sympathy with the local disorder. It is frequently at the first great starting point that failure in treatment takes place. No treatment, however good in itself, can be successful, in my opinion, when it is based upon false diagnosis. It is astonishing how many physicians fail; how many patients continue to suffer, and sometimes die, in consequence of this great mistake. Can their knowledge of the anatomy and physiology of the female organs be complete? If so, nothing could aid them so much in obtaining a correct diagnosis. With this knowledge of the organism, coupled with its direct surrounding and sympathetic relations to other parts, nothing could make the case more clear and simple. But this qualification is not always possessed. But I have often thought that there was no form of disease, to which human beings are subjected, in which the diagnosis is so loosely made, or in which the opinion of the patient is so generally accepted for the true condition of the case, as in those peculiar to women, and as a consequence, the treatment is frequently unsuccessful.

It is not presumed that a woman does not know when or where she is sick, or that she cannot give a fair description of her feelings, and quite a history of her case. But in my experience a very large number of women have no real perception of the true nature of their sufferings. In some there is merely a sickly profession of the mind without foundation, or a trace of disease for its warrant.

But when a woman requires the services of a physician, he ought to be sufficiently qualified to convince himself, at least, with a correct diagnosis of the case. But without a fair anatomical knowledge, he will fail even in doing that sometimes, as the following case will illustrate:

Not long ago I was requested by a physician in a neighboring town to assist him in an operation for the removal of a tumor in the vaginal passage. It was very peculiar, broad-based, and pressing upon the vaginal portion of the uterine neck. I made what I considered to be a very thorough examination of the case. The patient was an unmarried lady, about thirty years of age; she had suffered the previous ten years with hæmorrhoids and severe constipation of the bowels. I ordered, as a preliminary to the operation, a quart of hot milk and water, to which was added two drachms of the compound tincture of hydrastis and lobelia, to be given as an injection to the bowels. It acted very powerfully. I made a second examination to make myself still more sure, and found that the tumor had entirely passed away. I then requested her attending physician to examine for himself. He exclaimed, "How did you do it? Where is it?" and began to look over the bed-clothes for the tumor. I simply remarked to him that I would explain the matter on our way home, as I was then in a great hurry.

In a second case, the patient was a lady about thirty-five years of age, the mother of several children, who had, as I was informed, been suffering, more or less severely for a number of years, with pro-

lapse uteri. For the last two months she had been confined to her bed, by order of her physicians, with the view of curing her of this complaint.

When I reached the place, some twenty miles from my office, I found considerable excitement and much anxiety expressed by the family and her friends for her safety. I learned that she had had several physicians in council during the last six months, but that none of them seemingly had done her any good.

The first point I observed when I entered her room, was that the foot of the bed was considerably elevated above that of the head; her face was highly flushed, head hot, and pressing, by gravitation, upon the head-board; the pulse ninety, small, and somewhat wiry; the skin hot and dry; no appetite, except for cold water, which was extremely urgent; a great portion of the time a severe diarrhoea of fifteen to twenty watery discharges a day. She was under the care of two physicians, who ordered her charcoal injections, and placed upon her back in this down hill position, with her head depressed and her hips elevated.

I examined her *per vaginam* to ascertain the extent and other conditions of the prolapsus, and in this case, as in the former, I had ordered the compound tincture of hydrastis, six drachms in a quart or more of hot, sweetened water, when I was informed by the husband that she was suffering severely from a diarrhoea, and he thought such would be unnecessary, although she had in times gone by taking a great many injections to move her bowels, as she had always suffered from constipation until of late. I explained that this was a medicated injection which had no reference to the diarrhoea; and so it was given and ordered to be retained as long as possible, which was done until emesis, copious perspiration, and a powerful evacuation of hard, dry, shiny, fecal matter was passed, which produced considerable prostration, faintness and distress.

After these symptoms had, in a measure, passed away, I made a second examination and found no indications of prolapsus whatever. The womb, on the contrary, unusually elevated. The whole cause of the diarrhoea and the supposed prolapsus was induced by an excessively unpacked rectum, with hardened faeces which extended in upon the vaginal passage almost closing it up, and acting as a powerful irritant upon the mucous walls of the rectum itself. This accounted for the excessive watery diarrhoeal discharges, already mentioned, and pressing the womb upward, and thus preventing prolapsus even had there been a disposition in the organ to admit of it. She recovered rapidly, and has had no prolapsus, to my knowledge, since, and I question if she ever had before.

The sufferings of this poor woman, when I first saw her, were more than I can describe. When I visited her that hot July day, she had laid upon her back two long months, because that position had been considered, by her medical advisers, a very important part of the treatment. There she lay, heated from without, intensely fevered within, appetite lost, strength daily fading out, the nervous system highly exalted, her immediate friends sad and discouraged, hope slowly pas-

sing away, and universal distress pervading her whole being; nothing to relieve, nothing to refresh her consuming body but cold water cold water.

In addition to a correct diagnosis in the treatment of female diseases, it seems to me to be almost as important to be particular in observing the true *diathesis* of *each* and *every* case. In fact, this forms a very essential point in a correct diagnosis, and I believe there is no diagnosis without it can be absolutely correct. If we have a case of exanthemata do we not consider it necessary to ascertain the true character of that exanthem, so that we can more certainly prescribe its antidote? If we have a case of ophthalmia, do we not deem it of vital importance to know at once whether it is catarrhal, scrofulous, rheumatic, or some other form of disease that has attacked the eye so that we can be directed with greater certainty in the treatment. If we have a case of gastritis, do we not consider it of the highest importance to ascertain the true character of the inflammation whether it is the result of some foreign substance in the stomach, or the metastasis of gonorrhea, rheumatism, or some eruptive form of disease that has induced the disturbance, so that we can institute the most appropriate treatment to meet the true indications of the case; and thus that we may speedily relieve the patient and make our success the most complete?

If we consider it sound doctrine to ascertain the quality of a disease that may have attacked the skin, the eye, the heart, or the stomach, before we begin treatment, is it not equally necessary, in treating the multitudinous disorders of women, to observe this very important condition also, which is more or less present in every case and in some cases forms a very important feature? Yet how lightly this is heeded in practice. There are many physicians who take no notice of it whatever; and in consequence, there are innumerable cases, many of them comparatively simple in their nature, that continue to suffer weekly, monthly, and, I was going to say, yearly, alike discouraging to the patient and the physician, that a proper consideration of this point, and a treatment based upon the same, would have cured in a very short space of time. This is one of the points in treatment the observance of which makes some men almost always successful. It is one of the little things overlooked by many, upon which some noble fellows founder and are wrecked. Although it may seem a little matter to many, the mistake is a great one; it is of vast importance to the patient, and sometimes of serious consequences to the physician.

Another consideration which ought to be taken into account by the physician in the management of all forms of female complaints, is the wasting influences of these diseases upon the vital force. In nearly all of these complaints the reduction of the vital force is more or less present, either as a cause or effect. In some cases this condition may seem to take on the double relation of both cause and effect; the reduced vital force developing the disease, and the destructive influence of the disease reaching upon the enfeebled constitution, still further reducing the vital force, and thus rendering the disease

more marked and difficult of cure. No real organic disease of the female sexual organs can exist without more or less impairing this force. Even functional derangement, more particularly in young women, will often so far reduce this power as to produce serious and sometimes fatal results. In some cases where there is no functional or organic disease of the part, but merely an anæmic or a feeble development is present, a corresponding deficiency of vital force, and in some cases of general physical development may be observed.

This is largely due, in my opinion, to the great sympathy that exists between the sexual system and the digestive apparatus. When the former is weak, or in an abnormal condition, a corresponding enfeebling or disturbing influence is more or less diffused. The addition to the blood from the food taken is more or less vitiated, thus impairing nutrition, and spreading general disorder in the system; the evil consequences of which are frequently sad and solemn, throwing over the once happy home the dark shadow of gloom and the deepest sorrow.

If, then, this great formative force, a force which arranges the materials of growth, reproduces cellules, endows all parts of the body with sensibility, and resists the destructive action of numerous morbid agents, is more or less reduced in power by all forms of female complaints, while health in all parts of the body can only be maintained by sustaining this power, disease correspondingly becomes more manifest as it falls from its normal standard—is it not a consideration of vast importance to the physician to employ such measures as will raise this force to the highest point that the conditions of the case can so attain, in order to make the local treatment the most successful? But this important point—in many cases the most important consideration in treatment—is overlooked by many. Even when the local treatment is appropriate, their success is more or less defeated, and the management of the case, in many instances, seems a bungle and a sham.

It may be true that there are exceptional cases where the local treatment may suffice. But it seems to me they must be simple in their character; not of long duration.

Another matter ought to be observed, at least in my opinion, in the management of the diseases of women; I allude to the different degrees of development of the female organism. Increase of volume generally gives a corresponding increase of strength, while defective development involves a greater liability to derangement and disease. The different degrees of development in these parts, and their tendencies, are nothing more than may be observed in other parts of the body. Feeble development, like its opposite, seems to be hereditary in some families and temperaments, and is as peculiar to them as weak eyes, weak lungs, or small muscular development to others.

A small development of the female organism may also be due to the neglect of suitable physical exercise, improper diet, and excessive mental activity, especially in young persons. Physical exercises, if not carried too far, especially during the period of growth, always give bodily strength and development; more particularly if these

exercises have been conducted in harmony with the nature of the case. A diet that consists too much of starchy substances, and deficient in nitrogen and the phosphates, torpifies the bowels and withholds proper nutrition from the sexual organism, and, I might say, from the whole body, thus dwarfing development.

Continued mental labor also tends to physical degeneracy; hence, modern civilization has given birth to many forms of female suffering that women, in the more savage state, have never experienced. The higher the intelligence, then the greater the liability to physical degeneracy, and the more feeble the female organs are developed the greater the tendency for these weak parts to become diseased. The chain, when the strain is put upon it, always gives way at the weakest point; and this link in the chain of woman's physical organization, so liable likewise, is the most important in her being. He, therefore, who would be successful in relieving her of her sufferings, will not fail to employ proper hygienic measures, especially physical exercises, adapted to the nature of the case; a diet rich in the phosphates of lime, soda and potassa, together with uterine tonics, whenever the patients are young, delicate women.

WINCHENDON, MASS., *June*, 1875.

HINTS TO YOUNG PHYSICIANS.

IMPORTANCE OF OBSERVING THE SANITARY SURROUNDINGS OF PATIENTS.

BY JAMES ANTON, M. D.

Instead of a paper on the subject assigned me, I will offer a few hints to the young members of our profession on the importance of closely observing and considering the causes that may be likely to retard the speedy recovery of their patients. The physician often encounters persons applying for advice who have no specific disease, yet feel poorly. They represent their case in this way: "That they are failing in energy and strength, and easily give out on the least over-exertion." On examination a general depression of the vital system will be found to have caused the debility. Likewise, among those more seriously diseased, he will find cases linger on his hands much longer than he had expected from the symptoms appearing at the first examination, and beyond the time he has seen such cases continue, in which the symptoms and diathesis appeared the same.

Under such circumstances he is likely to distrust the purity of his medicines, the correctness of his diagnosis, or the honesty of the patient or nurse in carrying out his prescriptions. Reflection may remind him that his remedies seemed to act well for a short time, but failed to keep up or increase their influence.

In such cases the physician will do well to scrutinize carefully the sanitary condition of the houses and *bedrooms* of his patients. In

many instances he will perceive ample reason for his apparent want of success. In many cases he will learn that his patients occupy bedrooms on the ground-floor, where sunshine can never enter, over damp cellars, communicating with the interior of the houses, perhaps the cellars and rooms but imperfectly ventilated. Under such circumstances the physician ought to require imperatively the removal of the invalid up-stairs, or to a dry room, where sunshine and a free circulation of air can be obtained. When a physician is summoned to visit a sick person, all that is generally expected of him is, that he will make the usual examination of the patient, prescribe such medicine and food as the case may require, and, perhaps, if it is a chronic case, give directions about rest and exercise. It is not presumed, except in a very few instances, that he will investigate or have any thing to say about the sick person's apartment, its situation, or the surrounding conditions, as likely to benefit or injure the invalid. Yet these are the things which ought to receive his especial attention. The patient ought to be placed under the most favorable conditions for comfort and speedy recovery. But, unfortunately, many invalids can procure no change of room, or the removal of causes of discomfort and irritation, however much such a sufferer may need repose or nourishment; the noise on the street, or of children, will often debar sleep, and the odors of the cooking-stove destroy appetite.

In many cases of malarial or typhoid fever, rheumatism, diphtheria or other diseases of the respiratory organs, the patient occupies a north-western room in a brick-house, perhaps over a damp cellar, and badly ventilated. Even where an upper room can be provided, away from the noise of the household, the damps of the grounds,* and the odors of the kitchen, where dry air, *vitalized by the sun's rays*,† may freely circulate. In such cases the physician will neglect his duty to the sick and himself, if he fails to explain the necessity of a change, and insist that his patient be placed under conditions more favorable to recovery. If the sick-room has only north windows, is damp, and imperfectly ventilated, he need no more expect to see the color of

* There is a circulation taking place in the earth, somewhat in analogy to that within the body. Noxious and unwholesome substances are carried by it to great distances. Where the surface of the ground is covered by vegetation, the exhalations are taken up as food for plants, and so rendered harmless. But where no such protection is afforded, the malaria or miasm is carried into the atmosphere, diffusing fever and pestilence. Intermittent and other disorders are often engendered by the moving of the earth, whether "grading down," excavating, or even ploughing. Cellars, unprotected by cement, are, therefore, prolific sources of disease, as indeed are all places where grass and herbage are wanting.

† Too much importance can hardly be given to the agency of the sun in promoting health. The actinic rays are, perhaps, the most essential. The entity which we denominate *force*, is doubtless an emanation from that body, or its atmosphere. Plants furnish a *nidus* for it; the molecular elements of all organic bodies, whether vegetable or animal, evidently are the matrices where it is lodged. It is set free, we all know, by the combustion of coal and other fuel; so, too, it is assimilated and appropriated by living beings from their food. Vegetables are of little account as food, except they have grown in sunlight; animals require to be immersed in it for considerable periods, to maintain a reasonable degree of health. Privation in this particular will destroy the health of any human being; and restoration to health where sunlight is excluded, is almost impossible.

health speedily restored to the face of his patient than a lady to enjoy the full fragrance and beauty of her flowers if she were to attempt to grow them in such a room. A room where flowers will not thrive is unfavorable to health.

I consider an upper room, facing the south-east, the most healthful and a framed house as superior to a brick one, unless it be plastered on lath, so as to leave a space between the brick and plastering. Without a space between the plaster and the outer walls, the moisture of the air in the room will condense on the walls. This often occurs to such an extent as to loosen the paper, produce mould, or even run down the walls in streams, especially in wet weather. Such a condition of things is always injurious to the health of the occupants.

Where the disease is more persistent or malignant than usual, I must insist the physician ought to examine the condition of the cellar and drainage of the premises. The leakage of a kitchen-drain or privy, often poisons the water of the well, and so produces dysentery, typhoid fever, and other malignant diseases. It is not only within the province of the family physician to investigate the sanitary surroundings of his patients, whose health and life are in a measure placed in his hands, but I believe it to be his duty to ascertain, and as far as possible, procure the removal of every cause that may be injurious to the sick in his charge.

When the patient is surrounded with unwholesome influences, the doctor need not be surprised if the cases linger on his hands, with little or no improvement. In such instances medicine alone will not accomplish the cure in the usual time. It is not enough that the patient is supplied with the best and most appropriate medicines, lives in a fine-looking house, elegantly furnished, and is waited upon by affectionate friends and faithful nurses. If he is allowed to remain in an unwholesome room, the physician will have little credit for skill. He must, for his own protection, require that his patient shall be placed in apartments more salubrious, if possible. There should also allowance be made for an apparent want of success during unfavorable weather. But few people seem to have any idea of the deleterious influences that affect the sick from occupying a badly located and improperly constructed house.

I have so often seen rapid recovery from acute and chronic diseases after such a change of room and surroundings, and have known of so many persons exempted from their usual attacks of diarrhoea, neuralgia, rheumatism, or malarial disease, after they had changed their sitting and sleeping rooms, that I would as soon think of leaving my patients without medicines as to neglect proper investigations and urging all sanitary changes when needed and practicable. Tact and prudence may often be needed to win the confidence and overcome the prejudices of the ignorant. But the well-informed will appreciate the value of the physician's inquiries into the causes of sickness in the family, and readily co-operate to remove them, and to surround the sick with the best conditions and influences which their circumstances will admit. As the intelligent are generally the most desirable patrons, it is important for young physicians to be

qualified and willing to use every means for the *prevention* and cure of disease when called to their families.

The time was, when persons with small-pox, typhoid fever, and other diseases, were shut up in rooms, from which fresh air and sunlight were carefully excluded. Few physicians now doubt that such treatment hurried thousands to their graves. But there are many cases of disease and death still left in operation that ought to be removed. Sometimes there is the utmost vigilance required to detect the agencies that may produce disease. I will give one instance to the point :

I had occasionally prescribed for a lady and her children for colds, neuralgia, etc. For a time I could not trace an adequate cause. Reflecting that the attacks often appeared on Mondays, I suspected that the change of dress on Sunday had much to do with the matter. I was assured, however, that the garments worn on Sundays were as warm as those which they had replaced. But further investigation disclosed that the clothing and sheets were kept in a closet, at the north-western corner of a room that rarely had fire, and that this was much shaded with trees. Some of the sheets and clothing were found lying against the damp walls. They had absorbed moisture enough to produce much vapor when held before the fire ; I having found this necessary to do, to convince the lady that the goods were damp, and dangerous to wear. She then acknowledged that they had been in the practice of putting on these damp garments on Sunday morning, and using the damp sheets the same night, which was an obscure but sufficient cause of disease. Such causes have, no doubt, planted the seeds of diseases that have shortened the lives of many loved ones, and left the mourning friends to wonder at what they regarded as "the mysterious dispensations of Providence." The discovery in the damp clothes-press led to due precaution on the part of the lady, and subsequent exemption from many colds and neuralgic attacks.

In view of such cases as the foregoing it will be well, in many cases, when patients are sufficiently recovered to be able to get up, for the physician to put them on their guard against dressing in garments that have been hanging against brick walls, or in damp closets, without a thorough airing by the fire or with sunshine. I have known of many instances where bad effects were produced from neglect of this precaution. I can illustrate these hints by cases in my own practice, where the benefit of even a change of bedroom was clearly demonstrated.

Several years ago I was called to see a lady suffering from rheumatism and typhoid fever. I learned that for years she had been attacked by rheumatism and fever every winter or spring. Often, when passing her fine residence, I had reflected upon its unfavorable location. It was situated in a low, marshy spot. Like the generality of brick houses, the plaster was laid on the walls instead of on lath, with a space of dead air left between the lath and walls as a means of health, comfort, and economy of fuel. The result in this, as in similar cases, was that in wet seasons the rooms, and garments hanging in

them, became damp. When the walls were cooler than the surrounding atmosphere, the moisture of the air in the rooms would settle on the unlathed walls and garments hanging against them, as it does on the outside of a pitcher when filled with cold water.

In this case I found the lady in a room on the ground-floor, but suffering so as to be unable to be moved for a few days. Fires were immediately ordered to correct the humidity of the room. As soon as possible she was removed to a finely-situated upper room, which she continued to occupy afterward. She soon regained her health and has had no return of rheumatism.

While attending this lady I learned that her husband had been troubled for years with chronic diarrhoea, for which he had often left home to travel for his health. Soon after removing up-stairs, his health greatly improved without any treatment. He afterward sold his property and moved to a high, dry situation, and without special modification, soon was able to eat what he pleased. Both freely acknowledged the beneficial influence of their change of room and residence. They now feel, they say, as though they had a new lease of life.

I can enumerate many instances in which individuals and families suffered for years, some slightly, and others to a great extent, on account of living in badly located dwellings or sleeping in unwholesome rooms, who regained their health after alterations in the premises or a change of residence.

A young physician may find it difficult to persuade patients or friends to make the needed changes in their rooms, houses or habits, even when easy and convenient for them to do so; but by a judicious appeal to their intelligence he may convince them that it is much easier to preserve or regain health by living in properly lighted and ventilated rooms, and that by proper attention to other sanitary rules they can enjoy better health, and get along with less medicine than when they neglect such things. Public attention is now turned to sanitary measures, and the laws of health, more than formerly; and our people are becoming better prepared to appreciate the matter and co-operate with the progressive physician in all matters of sanitary character.

Unfortunately, whatever useful knowledge has been taught of children in school, one of the most useful branches is generally neglected — that about their own organizations, and the laws by which these are governed. The common school reading-books might supply lessons on physiology and sanitary regulations. These, given in the form of entertaining stories, would make a lasting impression on the children's minds, and would be of service to them for life. The influence of physicians in society ought to be directed to the enlightening and molding of public opinion in this direction, that the desired instruction may be given in school.

Eclectic physicians claim, with good reason, to stand in the front rank of medical reformers. They have shown this by their superior success in practice, and by having better methods and safer remedies than practitioners of other schools. It therefore becomes the young

members of our school to be studious and thoroughly informed of all discoveries in sanitary as well as medical science, and to use their acquirements for the benefit of their patrons and of the community. They can encourage the diffusion of useful information on this subject, although it cannot be expected that they will neglect their business in order to turn public teachers on the subject.

But for their general ignorance of sanitary affairs, it would be well that the spiritual guides of to-day should be required to explore the causes of disease in their flocks. This was done by the Jewish priests of old, and was prescribed by such regulations as are recorded in chapter xiv, of the book of Leviticus. It is there laid down as the priest's duty to examine the leprous mold on the walls of houses, and scrape it off; and if it returned, to remove the plaster and stone, replace them by other materials, and shut the house up for seven days. If the mold returned the house was to be torn down and the materials removed into an unclean place without the city. Such was the impressive lesson by which the Jews were taught the necessity of building dry, healthy houses. By these and other sanitary regulations, interwoven in their religious code, the Jews became a healthy people; and their descendants are distinguished, to this day, for health of body, activity and elasticity of mind, notwithstanding the cruelties and barbarous treatment which they have experienced for centuries.

If such sanitary laws were now executed with fidelity much would be accomplished to arrest the deterioration of stamina, and premature mortality of the multitudes who inhabit the moldy, dark, crowded tenements of our cities, where diseases are generated, and the children who grow up are diseased in body and dwarfed in mind — many of them destined to become burdens to society, as well as inmates of hospitals and prisons.

It is the obvious duty of the medical profession, on all proper occasions, to instruct the people on sanitary matters, and in regard to the necessity and benefit of laws to prevent the occupying of underground dens and notoriously unhealthy houses as human habitations, and so to arrest the cause and dissemination of death, disease, misery and crime.

I hope all young eclectic practitioners will do their share in this work. They can do much in this direction, if they cherish liberal views and sentiments broad and philanthropic, and are determined to use their efforts, not only to treat their patrons properly when sick, but by timely hints and honest counsel, to aid in preserving them in health by pointing out the agencies likely to produce or foster diseases. Some will be unable to appreciate their motives, but they may rest assured that a faithful discharge of their duties, as the physician and friend of their patrons, will not only acquit their own consciences, but will eventually win the esteem and also the patronage of the enlightened portion of the community.

With these suggestions I close, fully believing in "the good time coming," when benevolence, matured by enlightenment, will accomplish the necessary reforms. It may also be predicted, that at that

period, the physician will be as justly and generously compensated for his advice and efforts to prevent disease, as he now is for the treatment of patients who have succumbed to its attacks.

LEBANON, OHIO, *June*, 1875.

AMPUTATIONS:

DIAGNOSIS AND SUGGESTIONS IN REGARD TO TREATMENT.

BY JOHN STOWE, M. D.*

We read: "So God created man in his own image." According to this declaration, we infer that even the material body is divine, perfect in symmetrical form, grace and adaptability. To mar its beauty or detract from its usefulness, by unnecessarily lopping off any of its members, whether through ignorance of the better way, or to establish reputation as a bold and courageous surgeon "who is not afraid of blood," is not only a crime against the patient and all interests, but an infamous sacrilege in the face of God. The perpetrator should be made amenable for the enormity to human laws, as well as divine.

It is not many years since the man who did the most cutting, whether necessary or otherwise, was considered the most competent and trustworthy surgeon; but we are thankful that, as knowledge increases and is disseminated, there is greater conscientiousness in the respect. A more perfect standard has been raised, and he who, by scientific attainments, skill, integrity and patient perseverance, finally succeeds in restoring a diseased or injured limb to health and usefulness, is acknowledged to be a special benefactor, and most worthy of emulation.

Nevertheless, even with our present knowledge and attainments there are instances in which the only means of removing unsightly deformities, relieving the most excruciating pains, or even of saving life itself, is by the complete removal of some part of the limb, when the most skillful and philanthropic surgeon is driven to the expedient of AMPUTATION.

I now ask attention, therefore, to the consideration of the general principles to be observed in forming a diagnosis; and, when necessary, deciding upon the point of separation. Surgeons should seek information in regard to leaving the stump in the best condition for its future use, or for the best adaptation of artificial limbs or appliances; so much does the comfort, welfare, and often the support, and even the position of the patient in society, vitally depend upon this point. This should be a leading idea with the profession. The aim of the true surgeon is *not only* how skillfully and scientifically to

* Dr. Stowe died at Lawrence, Massachusetts, the place of his residence, February 4, 1875, of pneumonia typhoides. He was a graduate of the Worcester Medical College, and for many years ranked as one of the ablest physicians in Massachusetts.

amputation can be performed, *but also* how the patient can be left most fitted to encounter the duties and burdens of life; how well the chasm between the natural and the artificial can be bridged; how well the adjustment effected where the natural terminates and the artificial begins.

Amputation may be necessitated from a chronic diseased condition which baffles our skill and wastes away the patient's life, like gangrene, necrosis, fungus, hæmatodes, or other cancerous developments, or from the various accidents and injuries to which we are all liable. In local chronic disease, if it becomes a well-established fact that no constitutional treatment, local application or surgical operation can relieve the case, and if it is clearly undermining the vitality of the system, amputation is advisable, if the condition of the patient gives a reasonable hope for recovery if the diseased member be removed. There should be no unreasonable delay of the operation, and there is generally plenty of time for consultation.

In accidents and injuries, however, there is not always so much time for this purpose; but prompt and active measures must be taken to save life, especially if hæmorrhage be profuse and not readily controlled. If hæmorrhage is not profuse, delay is not always injurious, especially if the shock has extended to the nervous centers. Often the diagnosis is not clear, and the prognosis uncertain. In this case the patient should always have the benefit of the doubt, and an effort made to save the member. In all cases of doubt and uncertainty, a consultation of competent surgeons should be advised before deciding upon any capital operation. An arm or a leg is of too much importance to be sacrificed, if possible to be saved.

The first matter for consideration is the nature and extent of the injury. If it be by railroad cars, or other analogous means, crushing the whole structure—blasting, circular saws, or tearing by machinery, where the whole tissue is torn and lacerated, and the bones broken and denuded—or by gunshot or other penetrating wounds, where the blood-vessels or nerves are so broken or involved they cannot be restored, amputation is the inevitable resource.

When this is decided upon the next matter of importance is the exact point of election at which the amputation shall be made. This is of vital importance to the patient, as well as involving the credit of the surgeon. Often the patient and friends will clamor for saving the utmost possible length, under all circumstances; but this is *not always proper, nor for their best good*. Surgeons should be well informed on these points, ready and willing to give a reasonable explanation and courteous, but firm in adhering to their own convictions.

The nature or extent of an injury often indicates the point at which the separation should be made; while at other times considerable latitude is given to the operator in his choice and judgment.

In regard to injuries of the feet there should as little as possible be sacrificed. Every toe lost aggravates the halt in walking. In the case of a single toe, it is probably better to divide the bone than to disarticulate, taking especial care that the end is left smooth and free from

sharp points or edges. If all the toes must be lost, resect at the phalangeal articulation if possible; but if not, then cut at the metatarso-phalangeal, or even divide the metatarsal bones (Hey's operation), instead of going to the tarso-metatarsal articulation, by Lefrane's operation.

In one case, where a foot was crushed in an elevator, and most of the metatarso-phalangeal articulator destroyed, I resected the little toe, and divided the remaining metatarsii with forceps. The gentleman afterward succeeded in procuring a spring-sole applied, with which he could walk quite well. If the operation had been carried to the tarso-metatarsal, no spring or other elastic appliance could well have been made available.

Failing at these points, Chopart's operation, amputation through the tarsus, is practicable; and, if well performed, it is probably preferable to amputation of the leg. In this operation the tarsal bones are disarticulated, the astragalus and os calcis being retained, while the scaphoid, cuboid and cuneiform bones are taken away. This leaves a full bearing upon the heel, with some of the ankle (tibio-tarsal) joint, and with a well-constructed boot can be made quite serviceable. Either of the two last-named operations require an accurate anatomical knowledge of the relation of articulating surfaces and should not be attempted by those who may not be perfectly familiar with them, without a recent examination of the parts.

Excision at the ankle (tibio-tarsal) joint, known as Syme's operation, from having been revived by that eminent surgeon, has always had its advocates, yet has never been popular with the profession. If necessary, or even admissible, when the only substitutes were unwieldy cork legs, or wooden pins, that necessity is now obviated by the present perfection in the manufacture of artificial legs; and to say the least, it is of doubtful utility.

In this short essay I do not propose to enter at all into the relative merits of amputation *v.* disarticulations, or articular cartilage, or of the synovial membranes *v.* the end of a separated bone, as a point of election. These points, although ably discussed by various authors, are yet unsolved problems, to be finally settled, if at all, by the results of future experience.

My own opinion is that we should never amputate at either the ankle or knee-joint by disarticulation. In this opinion I am confirmed by the experience of many individuals wearing artificial legs, and every competent manufacturer of artificial limbs with whom I have consulted or corresponded. The reasons are as follows:

I. The tissues surrounding these joints are not abundant, and unavoidably the stump is but thinly covered at the end. Consequently the circulation is feeble, vitality at the extremity much reduced, excoriation frequent and difficult to heal, and the propelling power in using an artificial leg reduced in the same ratio that the stump is enfeebled or sensitive.

II. The space occupied by the remaining portion of the ankle or knee-joint, is wanted for a properly constructed artificial joint, and both cannot occupy the same space. The same objection will apply

to extremely long stumps, either of the leg or thigh, namely : feeble circulation at the end, low vitality, danger of excoriation, and slow process of healing. Long stumps are also extremely liable to swell at the ends, and in a short time will vary considerably in size, and become painful and tender if much used. Hence the artificial limb is required to be considerably larger at that point. Consequently it cannot fit the stump on the sides ; nor will it afford a good support to the body, or any propelling power at or near the end ; and the leg or thigh must squeeze closely into the top of the cavity to be used at all.

III. It is impossible to construct any artificial appliances that will so well supply the loss symmetrically, or be as durable and useful, or meet the requirements to which an artificial leg is constantly subjected, or be as satisfactory to the patient, with a resected ankle or knee, or with a long stump, as it is with a medium or short stump. Hence it is of the utmost importance that at the primary amputation the point of election be properly made in order to avoid a secondary operation, which is, of necessity, frequently submitted to sometimes to remove these objections.

The best length of stump for amputation of the leg is from six to nine inches — measuring from the lower edge of the patella, and varying the length according to the height and condition of the patient.

Always save the knee-joint if possible. If you can save the tubercle of the tibia, with the attachment of the *ligamentum patellæ* and bursa entire and the tuberosity with the attachment of the semi-membranous muscle entire, even though it does not leave over two inches of bone in the stump, an artificial leg can be fitted to it, which will be of infinite service, comfortable and satisfactory.

The best length of stump for amputation of the thigh is from eight to ten inches, measuring from the perinæum, although a shorter stump can be made available if the hip-joint is uninjured. Of course the conditions of disease and injury often determine the length and condition of stumps, but the rule stands the same ; and the nearer we can conform to it the better the results.

In all cases of ankylosis of the knee, where amputation is performed, leave a short stump below the knee in preference to taking it off at the thigh, unless the knee is tender. Such cases are always adapted for a bearing of the weight of the body on the knee. The end of the stump should fall about one inch back of the line of the thigh, when standing. In these cases greater length of stump is unnecessary, cumbersome and undesirable, and the perfect outline of the limb would be broken by a protruding stump.

The greatest objection to a knee-bearing leg is the appearance in sitting down, caused by the pad or cushion to bear on, making the knee somewhat longer than the other when in that position. Nevertheless they are the most comfortable for the wearer, cheaper, and less liable to injury or getting out of order.

In injuries about the fingers and hands every possible mite should be preserved. A very short part of the phalanx of a finger is of the utmost importance ; and the joint should be saved, if with it there is

only enough of the phalanx so that the tuberosities and attachments of the flexor tendons shall be entire.

In illustration of my idea I will present a description of the amount of a hand saved after being cut with a circular saw :

The last three fingers were removed entire, together with a part of the metacarpal bones, and the whole lateral portion of the hand, while the thumb and carpal bones were uninjured, and the wrist and forearm are thus unimpaired in their motions.

The point of special interest here is in the saving of a very short portion of the first phalanx of the fore-finger, with the tuberosities and attachments of the tendons of the flexor muscles entire. This stump was so lacerated there was not enough integument to cover it. It was only saved by bringing to its aid a portion of integument from another part of the lacerated hand, to fill the gap and cover the bone. With that, and subsequent granulation, I succeeded in getting a stump which he can readily employ for most purposes in life, and he can work at his trade (carpentry) with but little inconvenience.

If one finger alone can be saved it is not only of the greatest importance for use, but it also serves a special purpose in preserving the form and symmetrical appearance of the hand when a properly arranged glove is upon it. I will now give a sketch of the amount saved of another hand, which also had been cut with a circular saw. Here the second joint of the fore-finger was saved, with only enough of the phalanx to preserve the tuberosity. The middle finger was badly lacerated, but the effort to save it was successful; although it took nearly three months to effect a cure, while those which were amputated were well in a few weeks. The end, however, fully justified the means; and the finger is now of many times more value to the patient than all the expense and loss of time incurred by him in saving it.

But more especially, if possible, is it important to save the thumb which is the antagonist of the finger. No care, pains, or perseverance should be withheld, and no thought taken of the time required to accomplish it, if only in the end it can be done. No matter how badly lacerated, or in what shape it is left when finally cured, if the power of moving it is preserved, the thumb alone is worth more for use than a whole artificial hand.

If the whole cannot be restored, save the joints, if possible. Failing in this, save the bones to their utmost extent and get a covering. In the last case is a good illustration of this. Here the portion of the second phalanx of the thumb was not over three-eighths of an inch long, and from want of proper covering it now presents an unsightly appearance; but by care and patience we succeeded in obtaining granulations, and a stump, with which he has but little trouble, and at his trade (mill-wright) he accomplishes great results.

In all operations about the upper extremities it should always be vividly impressed upon the mind that every joint and utmost length of bone of the hand should be saved. The motions of this member are so numerous and perfect that nothing artificial can compensate for them, but we should leave it in the best condition we can for art

ificial attachments. If the metacarpal bones cannot be saved, resect at the carpo-metacarpal; or failing in this, at the wrist-(radiocarpal) joint. At this joint make a resection, instead of amputating above, if the lower ends of the radius and ulna are not too severely crushed or broken, and it is possible to get a covering from any source; either a flap from anywhere off the hand, or by stretching the skin down from the fore-arm, or both. If there appears any possibility of saving it, make the effort, and work patiently and perseveringly to accomplish it.

With the fore-arm left entire — with the preservation of the radio-ulna's articulation, the interosseous ligaments and muscles, and the rotary motion of the radius — you can readily perceive its more perfect adaptability for artificial appliances than if this motion was destroyed; and, also, why it is so important to save the wrist and palm of the hand.

But this is not always possible, and we are sometimes compelled to amputate the fore-arm. This should be done at the lowest point at which a covering of integument can be had, regardless of there being any muscle or other tissue to form a cushion over the end of the bones. The conditions are very different from those in the case of the leg. Here what is required is to preserve the power to move the finger, and it is not so important that there be free circulation, or great vitality, for it is not as liable to excoriation. But length of bone is desirable.

However, not much apprehension of a good, sound stump need be entertained until we get to the middle of the fore-arm; then, again, we must be cautious. If no more can be done, we must save the elbow-joint, even though only an inch or two of bone should be left, so that the attachment of the tendon of the flexor muscle to the ulna be preserved. The end of the ulna should be saved even though we have to disarticulate the radius; for if this joint can be preserved, however short the stump, it will be of great use and value.

Authors and text-books differ in opinion as to the advisability of resection at the elbow-joint with its synovial membrane, articular cartilage and prominent points, which, at best, can be covered only with integument, or, of amputation above where we can get a good smooth rounded stump, not liable to be tender. But our best manufacturers of artificial limbs and appliances very generally agree that, for the reasons already given, the greatest length should be saved at all places upon the upper extremities; and that the elbow-joint should be resected, whenever it can, instead of amputating above. Often the prominences of the condyles are valuable auxiliaries for the attachment of artificial arms, and will move them with more firmness and certainty than the soft cushion above.

Amputation above the elbow should, of course, be made at the lowest point.

In amputating the fore-arm, during the whole operation, and most especially while sawing the bones, great care should be observed that the arm is held in its natural position — neither pronated nor supinated — so that the bones will be of equal length, and no points left to

protrude and ulcerate, or produce a conical stump. We should, likewise, make sure that the upper side of the radius and the lower side of the ulna are a little shortened, and the ends perfectly smooth. Then bring the ends of the bones together, and while parallel close the flaps with them in that position.

Please allow me here to digress for a moment from the topic under consideration.

The same precaution of having the arm in its natural position should be observed in adjusting and dressing a fracture of the forearm. I have seen more than one instance where, by applying the dressings with the arm supinated, great pain ensued, and a miserable, almost useless arm was the result. This was the only reason why a perfect cure was not obtained; and the surgeon was faithful in every other point. Such oversight is not so likely to occur when the patient is sitting, but rather when the patient is down, with the surgeon standing beside the bed, and the arm down along the side of the body. A fractured forearm should never be dressed, unless flexed at the elbow, and the bones parallel.

I think it is the decided and unanimous opinion of those experienced in wearing, and also those interested in the manufacture of artificial limbs, that the best stump is obtained by the antero-posterior flap operation. Experience demonstrates that it leaves the tissues nearest to their natural position and condition, capable of exerting the greatest power of locomotion, the least liable to injury or excoriation, and the most readily healed when excoriated.

In the early years of my practice I applied wet dressings to all amputations and fractures, doing them up in wet compresses or bandages at the primary dressing, and keeping them wet throughout the treatment. But the *parboiled* surfaces and whitened edges admonished me of too much interference, and I gradually used fewer and fewer wet dressings, until, during the last few years, I have included all wounds and injuries first in dry dressings, and only applied wet applications as the symptoms indicated, and when the nature of the case demanded them. I have not found it necessary to use any wet application in over one-third of the cases that I have treated. Indeed, I am confident that the results are better, and the healing more rapid, when wet dressings are dispensed with. It is certainly more cleanly and more comfortable for the patient and the attendant, but it takes a little more time, care, and patience of the surgeon in dressing. This conviction is now general among the best surgeons of our profession.

REPORTS ON THE STATUS OF ECLECTIC MEDICINE.

No. 1.

ECLECTICISM IN ILLINOIS.

BY LUKE H. STODDARD, M. D.

Having been appointed to present the status of Eclectic Medicine in the State of Illinois, I would respectfully submit the following brief report :

I. In giving the exact number of eclectic practitioners we are at sea. The wide-spread influence of our school of practice is such that many physicians of the old school profess to be eclectics among their patrons; though, so far as our knowledge extends, they have not attached themselves to "our societies." There are some honorable exceptions to this rule.

II. Eclecticism has become so popular that every physician and every traveling nostrum-vendor calls himself an eclectic, much to the disgust of every member of the profession. There may be a few in this class "worthy and well qualified," but if so, they are like poor Tray—in very bad company. As a whole they are but a fungus-growth of our school of practice, and should at once be removed by excision and caustic. According to the last official census, A. D., 1870, there were 4,923 of all classes of physicians and surgeons in the State of Illinois. This number included twenty-four female graduates, and sixty-two professional midwives, total eighty-six; which, deducted from the above, leaves 4,861. If we deduct again from that number one-fourth, who had retired from the practice, it would leave at that time about 3,646, who constituted the standing army of the State who were to guard the inhabitants against the ravages of disease, and skillfully care for the wounded in the great battle of life. Of this number there were 270 homœopathic physicians, and (including the botanics) about the same number of eclectics. On the 15th of May, 1875, there were officially reported 570 homœopathic physicians, half of whom, no doubt, are eclectic in practice; and June 14, 1875, the same official reported 1,000 practitioners in the State, about 650 of whom are graduates.

We have an incorporated Eclectic State Medical Association that will compare favorably with any other State organization of similar characters; including among its members some of the best talent in the west.

Our State association convenes annually, and so far our meetings have been quite harmonious and very profitable. We desire to see the interest increase until every eclectic in the State shall become a regular attendant.

Many counties have their local organizations, and meet quarterly.

III. Illinois boasts of one of the finest college buildings in the west—that of the Bennett Medical College, of Chicago. It has an

able corps of professors, who have made a reputation for themselves and the institution second to none of our school in this country.

This college was organized in 1868, and chartered by the Legislature of the State in 1869. The charter permits it to hold \$50,000 worth of property exempt from taxation — a very liberal provision, which is no small advantage in a city like Chicago. Professors Clark, Garrison, Whitford and Cook, of the present faculty, were the original movers in the matter. Professors Jay, Young, and Olive, joined the faculty a year later, and have been with it ever since.

The school began without much capital, but at the time of the great fire in 1871, was out of debt, and had a large collection of apparatus, anatomical, etc. It was then located at Nos. 180 and 182, Washington street. After the fire the premises No. 461, Clark street, were purchased for \$14,300; also, two lots (adjoining), Nos. 511 and 513, State street, for \$24,000. There has since been erected a new college building at a cost of \$30,000, making an investment of \$54,000. The structure alone, two years ago, would have cost over \$50,000.

State street is the finest thoroughfare in the city, and, with the exception of Palmer's hotel, the college is the finest edifice on the street. It is by far the largest and most expensive college building in my knowledge. Having been planned expressly for the purpose, it has every arrangement which could be desired. The faculty is composed of sterling men, who, as teachers or practitioners, will compare favorably with the faculty of any college of whatever school. The classes have steadily increased from the beginning.

IV. The Chicago Medical Times is next to the oldest of the eclectic journals now in existence. It is in its seventh year, and has the largest circulation of any medical journal in the State.

Having thus partially given you the status of eclecticism in Illinois, I cannot close without remarking that our school of practice is no longer an experiment. It is, in no sense, disreputable to be called an eclectic. He that has justly earned his diploma in our school, is honored and respected wherever he is located. I do not know of a single well qualified eclectic but has a good paying practice — and the demand for practitioners far exceeds the supply.

HILLSBORO', ILLINOIS, *June*, 1875.

No. 2.

ECLECTICISM IN MISSOURI.

BY J. A. MUNK, M. D.

The exact time when eclecticism had its origin in Missouri is not definitely known; but this much is certain, that previous to the last decade it was wholly new and unpopular throughout the State. Scattered here and there in various parts of the State might have been found a few lone pioneers, but these were mostly isolated and far between. It was here, as elsewhere, that the few devoted men who

attempted to introduce a rational system of medical practice, were met by the most determined opposition and their names cast out as evil. Abuse of the vilest kind was heaped upon them, and frequently the persecution was carried to the bitter end. The dominant school denounced the innovation as dangerous heresy—a fraud which was calculated to deceive and swindle the people, and demanded prompt suppression for the public good. But under all these adverse circumstances the germ of eclecticism grew and spread, for it was soon demonstrated by experiment that the new treatment was much superior and far more successful in relieving the sick than the means that were employed in the old method of cure.

About the year 1865, or immediately after the close of the late war, when the tide of eastern immigration poured into Missouri, eclecticism received a fresh impetus, and new strength, by the addition of numerous recruits to its ranks, and the influence of a public sentiment that was decidedly in favor of the new school. Since then its growth has been rapid, and at no previous period has its prospects been more flattering than at the present time.

Among the early pioneers of eclecticism in Missouri, the name of William M. Gates, M. D., of Kirksville, occupies a prominent place in its history. He deserves special mention for what he has done to build up the cause in our State.

One of the first to announce and defend the principles of the new or reformed school of medicine, he spared neither time nor money in laboring for its interests whenever occasion required his assistance. A man not possessed of a complete college education, he is yet remarkable for intelligence and practical good sense. Indeed, he is what we call a “self-made man.” On several occasions has his ability been complimented by the profession and people, by electing him to responsible positions of honor and trust. Twice has he represented his constituents in the State Legislature, and for three successive terms has he occupied the presidency of the Missouri State Eclectic Medical Association. He graduated at the Eclectic Medical Institute of Cincinnati, Ohio, in 1853, and in 1854 removed from his home in that State to Missouri, and settled in Adair county, where he has since resided and practiced his profession. Although past the meridian of life, he is none the less useful nor forgetful of the interests of liberal medicine, but acts with the ardor and enthusiasm of his younger years. From a letter received in reply to a request for some facts for this report, is taken the following extract: “To the best of my knowledge, I was the first to prescribe eclectic remedies, from the eclectic standpoint, in this or adjoining counties. Subsequently Dr. J. W. Lee located in this county, but is now, I believe, in Edina, Knox county. Since the war several physicians claiming to be eclectic have located in Schnyler, Putnam and Macon counties, and but recently Drs. Burns and Bond have located in Kirksville, which is the county seat of Adair county. All are doing an acceptable and extensive practice—I believe there is not an exception. I may add that the whole of north Missouri is eclectic. Our allopathic brethren, in the main, recognize the fact and do not hesitate to meet us in con-

sultation. A general good-feeling exists here among the physicians of both schools. I might mention many incidents of my early practice in Missouri that are laughable, but perhaps not instructive, and I will not weary your patience any longer."

In the year 1870 the State Medical Association was organized and has held its annual sessions regularly since that time. The call for a meeting was made by J. E. Calloway, M. D., of Ravenna, who, after corresponding with several of our physicians, gave notice in the Eclectic Medical Journal of the time and place of meeting. On the 11th day of May, 1870, the following persons met in Chillicothe for the purpose of organizing a society, viz.: Drs. J. E. Calloway, J. S. Weaver, W. M. Gates, A. W. Avery, J. P. Dice, W. Hilton, E. H. Sage, T. R. Dice and others, altogether numbering thirteen. The meeting was held in Dr. Hilton's office, and the association formed by electing J. E. Calloway president; J. S. Weaver vice-president; W. M. Gates secretary, and J. P. Dice treasurer. A constitution and by-laws were framed and adopted, and the newly pledged association fairly started on its mission. Since then its annual meetings have been held twice in Macon and once each in Moberly, Chillicothe and St. Louis. In the past two years the association has published an Annual Journal which has been favorably received by both the profession and people, and with more years and experience can be made a useful medium for the diffusion of knowledge pertaining to medicine and hygiene. In the process of establishing the association and its organ, the Annual Journal, many difficulties and discouragements have arisen, as is the case in the history of all similar enterprises, to retard its progress, but at the present time all the indications denote a prosperous future. Its importance is being more fully realized every year, and it is attracting more attention among the profession throughout the State, so that we can reasonably hope soon to see the fraternity fully united in this bond of union.

Two years ago the American Medical College and American Medical Journal were started in the city of St. Louis, and are now permanently established. They were projected to meet a long felt want of the south and west, and their success testifies how well the demand has been supplied. The College, although yet in its childhood, evinces strength beyond its years, and the Journal has become a necessity to the "busy practitioner."

In closing this report I append the following letter, which speaks for itself :

St. Louis, Mo., *May 24*, 1875.

Dr. MUNK :

DEAR SIR. — Your note came to hand. I have not had time to respond to it sooner. I am more than willing to give you what information I can upon the subject about which you inquire.

The oldest eclectic of whom I have any personal knowledge as a resident of Missouri, is Dr. J. W. Greenstreet, of Laclede county. He went from Franklin to Laclede county about twenty-one or twenty-two years ago, and commenced practice as an eclectic. The people of that section knew nothing at that time about eclecticism, and the

name sounded very queer to them. But they soon learned the chief characteristics of the practice, and the new doctor was not long in getting a good practice, and establishing in popular favor the anti-calomel and more simple and successful system of practice. which has maintained its high standing in that section until this day; and the doctor is still living to enjoy the fruits of his early toil. His post-office address is Lebanon, Laclede county, though he lives seven or eight miles from the town.

As regards the progress of eclecticism in St. Louis, I can speak of it in the light of personal experience. I am the "oldest inhabitant" in the practice in the city. I came here and took an office in the Lindell hotel building the 1st day of December, 1864. No one deserving the name of an eclectic had ever attempted to gain a foothold as a practitioner in the city before that time. The great mass of the people knew nothing of the claims of eclecticism, and, indeed, many, possibly a majority of them had never even heard of the practice. Those who knew any thing about its merits were new comers to the city from districts of country in which the practice had become known and established. Indeed, in the minds of many there was great odium attached to the name of eclectic from the fact that itinerant quacks and humbugs, with no education in medicine or any other branch of science, had often visited the city and remained a time to practice their trickery and swindling upon the ignorant and unwary, proclaiming, in their flaming advertisements, that they were eclectics. I found it difficult, on my arrival here, to convince the people that an eclectic physician could be an honest and educated gentleman, or that he could be something else than a charlatan and swindler. This sentiment was encouraged by the unprincipled allopathic scoundrels who associate themselves together into a clique or ring, to build their own fortunes and names by arrogating to themselves all wisdom and denouncing all opposers of them as ignorant medical heretics, deserving the pains of an inquisition. But, in spite of all these opposing conditions and circumstances; in spite of the bulls and anathemas of an arrogant, and, it must be said, often unprincipled allopathic monopoly, public sentiment has undergone a great and salutary change in regard to eclectic physicians, and the eclectic system of practice. The practice has, here in St. Louis, become not only respectable but is rapidly becoming popular among a large class. Dr. W. V. Rutledge came to the city and settled a year after I did, and we have both maintained ourselves in the practice since; and, I think it is not vanity to feel and give expression to the sentiment that we have accomplished a great good for the eclectic practice, and thereby the people of St. Louis, by our mutual labors in the course. The establishment of the American Medical College has done a great work in establishing the practice in popular favor. Our college commencements, reported as they have been so favorably in the daily papers, have given us a standing of respectability not surpassed by any college of the age of ours. In fact, we feel that we are rapidly attaining the honors and dignity of old institutions. With the inauguration of the college there came several other workers to our assist-

ance, who now are numbered among the practitioners in the city, and the professors of the college. Drs. Pitzer, Youst and Hansen, may be mentioned among the number. The sun is but just rising upon our glorious cause.

Yours truly.

JOHN W. THRAILKILL.

CHILLICOTHE, Mo., *June* 12, 1875.

No. 3.

ECLECTIC MEDICINE IN PENNSYLVANIA.*

By A. B. WOODWARD, M. D.

I find myself here alone as the representative of the old Keystone State. Our State Society, which met at Franklin two weeks since, appointed twenty-three others as delegates, one of whom had been designated beforehand by the executive committee of this association to report at this meeting upon the status of Eclectic Medicine in Pennsylvania. The best that I can now do is to present an extemporaneous statement, which, owing to fatigue from my efforts to have my patients in a condition to permit my absence, and delay experienced on my way hither, must necessarily be short.

But I am happy to meet here to-day so many intelligent faces of physicians engaged in the promotion of the interests of eclectic medicine. It is also a pleasure to me to be able to assure you that the cause was never more prosperous than in the Keystone State. Within the last two years it has been making rapid advancement toward a better condition of affairs, and to place itself on a more permanent basis.

Through the energy of a few of the leading eclectic practitioners, both in the eastern and western portions of the State, we have now a good, energetic, working State Society. We have applied for a charter, which we expect to have granted at the next term of court in Venango county. The society now numbers upward of forty members, if my memory serves me correctly. And, gentlemen, I feel disposed to boast of the material which composes that body. I am proud of the energy which was shown at our last meeting, although I have not so much to say about the display made by our delegates in attending the present meeting of this association. But suffice it to say that our State Association is well organized, with constitution and by-laws, and men to back it up. It has two or more subordinate societies already formed, and others which will be organized after we receive our charter.†

Every county in the State contains from one to ten eclectic physi-

* From notes of a verbal report made at the annual meeting at Springfield, June 16, 1875.

† The charter has since been procured, and there have been several auxiliary societies since formed.

cians, and we have room for many more. We have the material in every locality, if physicians would only have a little diligence in looking up the men and inviting them to take hold.

Progressive medicine in Pennsylvania has made inroads into the rank and file of the old ruts. It astonishes me when I look back to the days of commencing my work 'on horseback, with pill-bags, twenty-eight years ago. We were then called "Thomsonians," "Botanics," and "Root and Herb Doctors." But to-day we have a large array of intelligent, energetic and scholarly men, who are giving tone to the profession. They are benefiting instead of cursing the communities in which they live. We have had many things to fight, but which we expect, at no distant day, to overcome. But eclecticism in Pennsylvania is now sound. We owe much of this prosperity to the energy of Dr. Borland. Our State Society is honored by such a man for its secretary. We owe it to his energy and perseverance — also to Dr. A. Thompson, our late president, and other good men who are also members of this body. Much yet remains to be accomplished, and we trust that we have the natural ability, aided by education and the sciences, to make sure headway against the bulwarks of error. But to attain this we must educate the people. Every physician of the eclectic faith should do his share in this great task.

By speaking often to one another "we can have our spiritual strength renewed," and after coming up to the Jerusalem of our cause, we can go home with our spirits revived; being made wiser and better prepared, by meeting together and hearing what others know, to perform our part in the work of our vocation. Thus we can inspire each other till a complete revolution shall be effected throughout this broad universe in medicine and therapeutics. For this we are laboring, both in the western and eastern portions of Pennsylvania, and hope to continue in the good work and do our part.

ANNUAL ADDRESS.

FRAUDS CURRENT IN THE LEARNED PROFESSIONS. — DISAGREEABLE TRUTHS PLAINLY SPOKEN.

BY PROF. H. D. GARRISON, M. D.

THE CLERGYMEN.

We are happy to state the fact that clergymen, if they possess the depraved natures common to the race, generally manage to suppress the evidence in the case; but occasionally all their devices fail them, and we see their "true inwardness." Like other folks, they have their tricks of the trade. We all know how blind they are to the faults of the rich, and how merciless they are in dealing with the sins of the poor; how many of them recognize a rich, old sinner, even at a distance, and how cordially they grasp his hand, while the poor mudsills are allowed to pass by unrecognized and unnoticed. The matter of obtaining money from their flocks has even become a science. I well remember the first insight I had as to the skill with which the pressure is brought to bear. A very good presiding elder, in addressing a conference of ministers on the subject, said to them: "Never pass the contribution-box until you have first warmed up the hearts and souls of the congregation." "Why," said he, "if you hold an old miserly sinner over the very embers of hell until every nerve is singed, he will give \$1,000 more cheerfully to the church than ten cents at any other time."

THE LAWYERS.

The legal profession is so fearfully illustrative of the doctrine of total depravity that the mere mention of the name "lawyer" is, to many, suggestive of liar and rascal. Indeed, whenever a man shows extraordinary traits of meanness, everybody at once says he ought to have been a lawyer. If a boy is particularly tricky, every one suggests to his parents that he will make an excellent lawyer. Notwithstanding, however, the general abuse of the legal fraternity, I am inclined to credit them with about as much genuine philanthropy as the rest of mankind; but still it must be confessed that their ways are dark and past finding out.

MEDICAL STUDENTS AND COLLEGES.

The medical and pharmaceutical professions have always enjoyed, in a high degree, the esteem of the people; and if, by aught that I may say of physicians and druggists to-night, I should lessen that esteem to any extent, my apology is, that I am seeking for thorns rather than for roses, not that the task is more pleasant, but because it is more profitable, and therefore more interesting to you.

If we go back to the very starting-point of the medical profession, to the youths who enroll themselves as medical students, and inquire

into their motives and reasons for doing so, we shall find, in a great majority of cases, if indeed not in all, that aversion to manual toil, or, in plainer English, laziness, has been a powerful factor in the solution of the problem. Add to this quality ambition and vanity — qualities never absent from the physician — and you have presented the picture of a person over-anxious to secure fame and wealth, but too lazy and too impatient to work and wait for them. Is it any wonder, then, that throughout his professional career the medical man should lend a willing ear to those devices and plans which promise to lead to the destination he is aiming for by very short routes? After a youth thus inclined has begun the study of medicine, his college experience is not always well calculated to restore his moral tone. He soon finds that the glowing promises of the announcements are never fully redeemed; that many of the departments advertised as taught thoroughly, are never mentioned in the lectures; that many of the distinguished professors are men of very ordinary abilities and of very inferior attainments; that the titles M. D., A. M., LL. D., etc., are not reliable evidence that the man who sports the titles could even teach a country school; that museums which, on paper, seem to rival the oldest European collections, dwindle down to a few tape-worms, foetuses, and old cancers; that immense libraries of free access to all the students, only contain a lot of old unsalable books and journals, worth more to the junk-dealer than to the student. He learns that finely-upholstered arm-chairs, on paper, may mean old wooden benches on the floor; and that the magnificent palatial buildings, which he saw figured in the announcement, with towers, and turrets, and flags flapping the clouds, are miserable old rookeries; and, worse than all, that the college, with all its fine halls, museum and amphitheatre, is located in the attic of an old shanty. He finds the most malarious and miasmatic localities recommended by faculties for their salubrity. Now college faculties may say, in reply, as did the Jesuits of old in regard to their acts of cruelty and barbarism, "the end justifies the means;" for without misrepresentation the best colleges would not only get most, but all the students. During lectures the student observes, that if the professor is absent or late, the invariable reason is, "an important case." When the professor has conned the very last word at his command upon a topic, he quite generally closes by the remark that he could expatiate upon that topic during a number of lectures, did time but permit.

The student now begins to develop and unfold his mental peculiarities. His memory of names is very bad, and his power to express his thoughts is very inadequate to the occasion; in other words, he knows a great deal which he cannot tell. He knows all about anatomical parts, but cannot recall the names with precision. If he is absent it is because of the dire sickness of his father, or mother, or wife, or mother-in-law. How very sickly these dear relatives always become toward the close of a long term of lectures! At the final examination the student is so dreadfully confused that he makes blunders which he recognizes in five minutes after — he has consulted his books.

THE YOUNG PHYSICIAN.

After leaving college the young doctor, although usually as poor as a church mouse, deems it necessary to don the airs of a millionaire and hence is obliged to live and act a lie, which is none the less a lie because, perchance, it may not be spoken. At each new case he is compelled to appear perfectly familiar with the disease, and perhaps to say, directly or by implication, that he has had scores of the same or similar cases before, for who would submit to the treatment of a doctor who had never treated a similar case before, especially when old and experienced physicians could be had at the same price? Therefore the young doctor is compelled to equivocate, prevaricate, and perhaps squarely lie, as often as the number of diseases and accidents is great.

He always, very appropriately, subjects his patients to the ordeal of an examination and routine. Imperfect though it may be, he is compelled, at its close, to make the patient and friends believe that it was eminently satisfactory to him. Although each new fact and symptom may but serve to intensify the Cimmerian darkness which surrounds the case, he is obliged to construct a diagnosis and make patient and friends believe that he is acting and prescribing in a perfectly rational manner. If, under his hap-hazard, hit-or-miss treatment, the case recovers, he is always willing to submit to the glory ensuing; but if the case terminates fatally, he quite as uniformly lays the blame on the attendants, or the medicine, or ascribes the result to the operation of an inscrutable divine providence.

If the doctor dispenses his own medicines, and thinks elaterium the appropriate remedy, he seeks for it; and if he does not find it, then looks for colocynth, and then for gamboge, scammony, sienna, jalap, podophyllin, Rochelle salts; and not finding any of these, determines to give the patient castor-oil. If he had pareira brava, he would prefer it to buchu, uva ursi, acetate of potassa, spirits of niter, gravel-plant, stone-root, and fifty other articles — any one of which, if at hand, may be used instead of the remedy indicated by his judgment. He thus makes substitutions by the dozen and score in his own prescriptions; but, mark you, how savagely he attacks the poor druggist, who, in attempting to earn an honest penny, finds it necessary to make a small change in the composition. I offer no apology or justification for the conduct of the druggist, but simply say to the doctor, "Let him that is without sin," etc. I have known doctors, of good repute, to dismount, while on their way to cases of whose nature they knew nothing, and pluck a few medicinal leaves and plants by the wayside, and then, on arrival at the bed-side of the patients, make them believe that these were just what they needed, and that, by the merest chance, guided, perhaps, by some benign spirit, they had on their way collected these remedies. Other physicians, even of considerable practice, manage to make a vest-pocket do the entire duty of a drug store, causing each patient to suppose that, fortunately, or by foreknowledge, just the right remedy is at hand at every visit.

Many doctors study, as do politicians, to use such ambiguous lan-

guage that any result is perfectly reconcilable with their predictions. On being asked if a case is curable, one will reply, "Certainly, if the symptoms only prove amenable to treatment." Another being asked if he can cure a case, replies, "Undoubtedly, if the remedies only have the desired effect."

Physicians very generally counterfeit and cultivate some eccentricities which they do not naturally possess to any marked degree. One is excessively pious; another is outrageously profane; a third is the very soul of mirth and jollity; while a fourth is a cross, snappish old dog. Very few are perfectly natural in their demeanor before patients.

THE DRUGGIST AND HIS INNUENDOS.

If the doctor, from reasons of economy, policy, or poverty, should decide to not cheat his patient by dispensing some make-shift remedy, but should give him a written prescription, we may follow that waif of science to its destination.

The prescription is presented at the nearest pharmacy. The druggist, who is probably the remnant of a superannuated doctor, or, what is worse for the safety of the patient, a grasping, ignorant fellow, who has conceived the notion that merchandizing in drugs is as simple a matter as in the case of shoes, sugar, and grindstones, and that, moreover, there are millions in it, looks at the prescription with all the seeming sagacity of an educated owl, and, if he dislikes the doctor, asks, "Are you aware that this is pretty strong medicine? Did the doctor give you particular directions how to use it?" By this time the patient is thoroughly frightened, and asks, "Is it poisonous?" The druggist will probably reply, "No, not necessarily so; but then I should not want to take it" — which statement is, of course, strictly true, because the druggist does not want to take any medicine.

The patient will now probably ask, "What is your opinion of Dr. Smith, anyway?" Now comes the opportunity the druggist has been seeking, to damn the doctor by faint praise, and he therefore replies: "Oh, he is well enough, I guess, in some cases. I do not think he knows any too much about medicine, and if I were sick I should not want him to prescribe for me; but some folks seem to think well enough of him. In fact I never like to say any thing against any doctor; I think it the best way to let folks find out for themselves." Or he, the druggist, may reply, "Oh, he is a wonderful doctor; he can just raise the dead and cast out devils. You just go ahead and take his treatment awhile, and you will find out what kind of a doctor he is." Or he may say, "Oh, Smith is a nice man, and means well enough. Of course he cannot help the fact that he is young. I suppose that after he has practiced a few years he will do very well."

In lieu of this scene something like the following may take place: The patient will ask, "What will you charge me for putting up this medicine?" The druggist, now feeling that he is dealing with a close-fisted, stingy person, makes a low rate, to which the patient at once demurs, on the ground that the doctor said the medicine should only cost a few cents. The proper reply by the druggist would be that inasmuch as the writing of the prescription did not cost the doctor any thing, therefore the patient should pay nothing for it.

ADULTERATION IN COMPOUNDING PRESCRIPTIONS.

Suppose, however, that on receiving the prescription the druggist merely nods, and waves the patient to a seat while he compounds it. If it calls for capsicum he weighs out the proper quantity from a mixture of cayenne, corn-meal, and Venetian red, which musters under that name on his shelves. If ginger is required, a mixture of cornmeal and ginger is supplied. If jalap is wanted, a compound of that article and powder of mandrake, in proportions only known to the manufacturer, is dispensed. If cream of tartar is written, a mixture of terra alba and tartaric acid is probably used. If tartaric acid is ordered, a mixture of that article and Epsom salts will probably fill the bill. If cinnamon is directed, a mixture of that article and white-oak bark (tan-bark) was formerly used; but recently an advance has been made in this department of science, as I have learned from an eastern manufacturer, who asserts that they now have something for that purpose only one-quarter as expensive as tan-bark. If ipecac is called for, a compound of that article and white-root, or perhaps Indian physic will be employed. If powdered opium is prescribed, a mixture of opium with burnt crackers, or flour, or roasted pease, or extract of wild lettuce will be dispensed. If powdered elm is called for, a compound of the cheapest kind of flour and elm, in variable and unknown proportion, is supplied. If olive oil is demanded, cotton-seed oil, under the name of union olive oil, is employed. If oil of origanum is required, a compound of that article and spirits of turpentine, in proportions varying from ten to ninety per cent, is used.

Glycerine is often half syrup and honey, usually half glycerine.

ADULTERATED OILS.

As a rule, all distilled or essential oils, as well as most of the non-volatile oils and balsams, are adulterated to the extent of from ten to fifty per cent. This is not usually the work of the retailer, but of the manufacturer and jobber of these articles. If the retailer is even willing, as is occasionally the case, to pay a fair price for a pure article, he is by no means certain of getting it by that means. You will say, let the retail dealer buy only of honest factors and jobbers, but how is he to know who is honest? Those dealers, as well as those doctors, who assert their honesty in the strongest and most vehement terms on every occasion, are, as a rule, the most profound and dangerous rogues and villains in the craft. Even church members will sell five grades of kerosene oil, ranging in price from twenty to seventy cents per gallon, from the same barrel, and two or three grades of powdered rhubarb from the same box.

The only safeguard against fraud is intelligence and liberality on the part of the buyers. The man who can recognize a good article, and is willing to pay a fair price for it, can usually find what he wants. Ignorance and stinginess on the part of buyers, are usually opposed to skill and *therefore* cupidity on the part of factors and dealers, and the contest can, *therefore*, only end in victory for the latter.

A CHOICE ARTICLE OF BRANDY.

Unfortunately the quality of many articles is, to a large extent, a matter of faith and imagination. This is particularly true in the case of fine liquors, where strong swearing and persistent commendation tell wonderfully on the bouquet and flavor. I recall a true story which well illustrates this point. In a small eastern village I have a friend, whom, in spite of the evidence I am now about to present of his total depravity, I still esteem among the best of men. My friend, like many other retail druggists, makes up his own French brandy, and to avoid all unnecessary wear and tear of conscience, has duly named his basement "France." From pure alcohol, burnt sugar, and various innocent odorous articles, he makes a very passable article of brandy at an expense of about one dollar per gallon, which, as a great favor, he, at the time of this occurrence, retailed to a customer, whom we shall call Rice, at six dollars per gallon, the regular price being eight to ten dollars.

Now Mr. Rice was a great bargain-hunter, and therefore always strove with my friend for a further reduction from the regular rate, but always in vain; after which he purchased under protest, but in reality felt abundantly satisfied. All went well for many months, until on one occasion, when Mr. Rice called only the clerk, John, was in the store. As usual, Mr. Rice pleaded fervently for better terms; and John, being of tender heart, and knowing that a reduction could be afforded, consented to make the price four dollars and fifty cents. On his way home Mr. Rice cogitated most profoundly. Had he always been swindled before? or had John now played a trick on him? On opening the bottle and examining the contents, his worst suspicions were confirmed. John had given him some wretched stuff in place of pure brandy, which, of course, could not be sold at four dollars and fifty cents per gallon. He would not stand it. He would return the vile stuff, and give the house a sound blessing. On re-entering the store, Mr. R., with some force, placed his bottle on the counter, and proceeded, in no very select or complimentary terms, to unfold the story of his wrongs to my friend, who, by this time, had returned. Instantly comprehending the perilous situation, and with an amount of strategy which would compare favorably with that of Gen. Von Moltke, my friend advanced and smelled of the brandy, and then, with much seeming severity, said: "John! you ought to be ashamed of yourself to give Mr. Rice our cheap brandy, when you should know that he always wants only the very best." Then, turning to Mr. Rice, he said; "Sit down, Mr. Rice, and I will get you what you want." Taking up the bottle he repaired to the basement, and after fooling round about long enough, returned with the identical bottle and contents unchanged, and not even uncorked, and, sitting it down before Mr. Rice, said: "There, Mr. Rice, is brandy what is brandy." Mr. Rice, after smelling, tasting and inspecting it, most heartily concurred with my friend, and after paying the extra charge departed in the happy conviction that he had really done a big thing.

PATIENTS DEPENDING ON THEIR PHYSICIANS.

If in our review of the subject of total depravity we pass from colleges, doctors and druggists, to the patients themselves, we shall find, that if they are more sinned against than sinning, the condition exists only because of their inability to fully cope with their more wily opponents. When in dire distress, the cry is: "Come, doctor, come, money is no object; cure me, and you cannot make your bill too large; I will, moreover, cause all my relatives and neighbors to patronize you." The cure being effected the curtain again rises; but how different now is the scene. Two or three years have elapsed, and for the twentieth time the doctor is urging the payment of his reasonable bill. The *quondam* patient is now insulting and defiant. He declares that he was not much sick, anyway; and that most of the visits, and all of the medicines, were wholly unnecessary. In truth, he believes that he was greatly injured by his treatment, for he is now troubled with cramps in the toes, an affection he never felt before; his teeth are decaying, and his hair falling out. In short, he will never pay that rascally quack a cent, and if he does not cease his impertinence he will sue him for malpractice. In many cases the doctor is assured that his medicines always did harm, and that a cure only came after they were discontinued. Not unfrequently, when the greatest improvement has evidently occurred, and while the doctor is enjoying the satisfaction of having done a good act, the only pay, perhaps, he will ever receive, the cup of pleasure is ruthlessly dashed aside and broken by the information that his treatment is not the cause of the change; that his prescription was not taken, but, in lieu thereof, Mrs. Motherworth's cordial tea. * * *

THE LATE DR. JOHN STOWE.

In his opening address, upon the assembling of the National Eclectic Medical Association, at Springfield, Illinois, the president, Dr. Wm. M. Ingalls, announced the death of Dr. John Stowe, of Massachusetts, and pronounced a eulogy upon his character.*

Dr. Stowe died at Lawrence, Mass., February 4, 1875, widely lamented. In the masonic order, of which he was a distinguished member, the sad event was duly chronicled, and the testimonials of

* Doctor Stowe was born at Charleston, Mass., in 1821, and at the age of twenty-one was employed at Worcester as a druggist. In 1854 he graduated at the Worcester Medical College, and then remained a year with Dr. Walter Burnham, at Lowell, and then opened an office in the city of Lawrence. He was identified with every public enterprise of note — a leading member of the Universalist church, the Mount Sinai Royal Arch Chapter, the Sublime Princes of the Royal Secret, the County, State and National Eclectic Medical Associations, of which he was a leading and active member. He was also, in turn, coroner, alderman and member of the school board, occupying the highest social position. He leaves a wife and several brothers and sisters.

mourning were numerous and affecting. Other societies to which he belonged paid their tributes to his virtues and memory.

On the second day, June sixteenth, Dr. Luke F. Stoddard, of Illinois, offered a resolution for the appointment of a committee to prepare resolutions of respect to the memory of Dr. Stowe. The resolution having been adopted, the president named as such committee Prof. A. J. Howe, of Cincinnati; Prof. A. L. Clark, of Chicago, and Dr. R. W. Geddes, of Winchendon, Mass.

TESTIMONIAL BY THE MASSACHUSETTS ECLECTIC MEDICAL SOCIETY.

At the fifteenth annual meeting of the Massachusetts Eclectic Medical Society, at the Revere house, Boston, June 3, 1875, Dr. H. W. Buxton, of Worcester, announced the death of Dr. John Stowe, of Lawrence, a member of the association, and delivered a prepared discourse in eulogy of the deceased. He then moved the appointment of a committee to prepare and report resolutions expressive of the sentiments of the members of the society.

The following committee was appointed, namely: H. W. Buxton, M. D., C. E. Miles, M. D., and H. D. Barrows, M. D.

The committee submitted the following resolutions, which were unanimously adopted, as follows:

Whereas, We learn with deep regret and profound grief of the death of our esteemed Fellow, John Stowe, M. D., of Lawrence, therefore:

"We recognize in this event the hand of the Wise Disposer of all earthly events, whose ways are infinitely above our comprehension, and beyond our finding out.

"We recognize in the departed the man of true culture of head and heart. Carefully read in books, he likewise knew well how to study the minds of men as he mingled with them through the walks of life; thorough and comprehensive in the love of his profession, he also had that practical mind which enabled him to gather wisdom from his professional life beyond that possessed by most men.

"The culture of heart had for its range the earnest sympathy for his kind, the highest sense of morality, and profoundest regard and reverence for Christianity.

"Thus is removed from this life, in the very ripeness of manhood, and in the midst of its best activities, a true man, an eminent physician, a skilled surgeon, and a devout Christian. We honor his memory, we miss his presence, we mourn his departure, and deeply sympathize with his bereaved family, to whom we extend our tenderest condolence."

VIRES VITALES SUSTINERE.

TRANSACTIONS

OF THE

National Eclectic Medical Association,

For the Year 1876,

INCLUDING THE PROCEEDINGS OF THE SEVENTH ANNUAL
MEETING, HELD AT THE CITY OF WASHINGTON, JUNE
27-29, AND THE ADDRESSES, REPORTS AND PAPERS
DULY PREPARED FOR THAT OCCASION.

COMPILED BY ALEXANDER WILDER,
RECORDING SECRETARY.

ESSE POTIUS QUAM VIDERI.

VOL. V.

JEROME B. PARMENTER, STATE PRINTER.
1877.

NATIONAL ECLECTIC MEDICAL ASSOCIATION.

SEVENTH YEAR.

OFFICERS FOR 1876-77.

PRESIDENT,

OLIVER H. P. SHOEMAKER, M. D. AVOCA, IOWA.

VICE-PRESIDENTS,

1. S. B. MUNN, M. D. WATERBURY, CONN.
2. LEWIS H. BORDEN, M. D. PATERSON, N. J.
3. J. A. MUNK, M. D. CHILLICOTHE, MO.

RECORDING SECRETARY,

ALEXANDER WILDER, M. D., No. 1, LIVINGSTON PLACE, N. Y. CITY.

CORRESPONDING SECRETARY,

W. HOPE DAVIS, M. D. SPRINGFIELD, ILL.

TREASURER,

JAMES ANTON, M. D. LEBANON, OHIO.

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National Eclectic Medical Association.

PART I.—1876.

SEVENTH ANNUAL MEETING.

The National Eclectic Medical Association of the United States of America, convened pursuant to special notice of the executive committee, at Willard hall, in the city of Washington, in the District of Columbia, on Tuesday, June 27, 1876, at eleven o'clock in the morning.

The president of the association, B. J. Stow, M. D., of Brooklyn, N. Y., took the chair and called the association to order.

Prayer was offered by Doctor Lewis H. Borden, of Paterson, N. J.

Dr. Robert S. Newton, in behalf of the local authorities, addressed the association, welcoming the members to the National Capital.

The president then delivered the opening address, as follows :

PRESIDENT STOW'S ADDRESS.

Gentlemen of the National Eclectic Medical Association. — With unfeigned pleasure I welcome you to this, our seventh annual convocation. Our former meetings have been characterized by a degree of harmony and success for which those among us the most sanguine had not ventured to hope. Our united endeavors and fraternal co-operation will, I doubt not, render the present meeting the most successful one in the way of advancing the interests of liberal medicine.

This is the year which will always be memorable in American history as constituting the hundredth anniversary of the birth of the republic. The centennial celebration, in which we all hope to participate, is itself a testimony to the world that free institutions, and a government of the people, are as active and capable as an oligarchy or despotism for the promotion of enterprise, scientific research, art, mechanical ingenuity, commerce, agriculture, and whatever tends to the welfare of the human family. Our assembling here at the capital of our country will constitute some part of the history of this year, and it behooves us, as representatives of liberal medicine, to make such a record that those who follow us in the new century will have no occasion to blush for what we have done.

What the birth of the American republic was to the political world one hundred years ago, the birth of the eclectic practice was to the medical world fifty years ago. The former was a *protest* against

political, the other a protest against medical intolerance. Many predicted the death of the young republic of commonwealths, and others have forecast the death of our republic in medicine. But both have survived and prospered; and as we are this year celebrating the centennial anniversary of the former, there are, doubtless, those among us who will have a like opportunity to commemorate the centennial period of the other.

As a distinctive organization, as a new school of practice, as the advocates and exponents of liberalism in medicine, we, too, have declared our independence, and have maintained it. We are conscious of our power to uphold it in the future. We have the example of our country to inspire us, and, like her, we should turn our attentions directly to the improvement of our internal economy. It is not our vocation to devote our energy to fault-finding and condemnation of other schools of medicine. The eclectic is not an exclusive system or school of practice. No matter if others persecute those who associate with us or speak well of our science, our contributions to medicine, and our improved methods of treating the sick; nor though they vilify and ostracize those of their own number with fierce bigotry who venture to fraternize with us in a manly spirit. We have a higher and nobler end to attain. We must exhibit our liberality by being liberal ourselves. Every new proposition should be fearlessly inculcated. What scientific demonstration or plain common sense proves to be true, we should cordially believe and accept, even though it should require us to acknowledge that we have been in error. We must labor to elevate the standard of our profession. We should lay aside all merely personal ambition for place and power, and work, as we are best able, to promote the cause; and to do this effectively and deservedly, we must bury all sectional jealousies and petty animosities beneath the ashes of their past.

Let us consecrate ourselves anew to our sacred enterprise. Our principles are broad and comprehensive enough to include all that upright and earnest men desire. Let us prove by deeds, rather than by words, that we are striving for the advancement of medical knowledge. Public sentiment, throughout the country, is steadily turning in our favor. Numerous are the practitioners in each of the other schools who employ our treatment in disregard of their own codes. The pharmacopœias and dispensatories are rapidly filling their pages with the remedies which we introduced into practice. Then we are, in these respects, the acknowledged pioneers. The work which we have been doing has been steadily accomplishing a good purpose. If we continue to labor to this end with a generous and liberal spirit, we shall do much toward breaking down the differences between medical practitioners and medical systems which now operate not only to promote unjust aims, but actually to retard beneficial scientific progress. But these clouds are dispelling, and I venture to predict that when the second centennial anniversary of our republic shall be celebrated, the present partisanship will have ended; that separate schools of medicine will be unknown, and the medical profession of that epoch will be established on principles as broad and liberal as

those which fostered the thirteen little States of America, and developed them into the powerful and prosperous nation which, to-day, we are proud to call our own.

By reference to the list of committees and persons appointed to prepare papers and reports for this meeting, it will be seen that many subjects of the greatest importance to every earnest physician will demand our attention. I entertain no doubt that these duties have been carefully performed, and it will rest with you who are present on this occasion to consider, carefully and dispassionately, every new idea that may be presented. Let your discussions be tempered by the spirit of moderation and mutual courtesy. Condemn nothing which you cannot show to be false or unscientific, while, at the same time, calling every thing to rigid account which cannot abide the test of investigation. In this way you can discriminate, with certainty, between the wheat and tares, reject the chaff, and aid most effectively in the actual advancement of medical science.

Time, however, now presses upon us. We must proceed, without further delay, to the business which has brought us together. While endeavoring to be strictly impartial, and at the same time energetic in the dispatching of the business that will come before us, I must crave your indulgence in the performance of my duty as presiding officer of this association; and I now ask your co-operation in all matters that will tend to the success of our present meeting.

I now declare this association open for the transaction of business.

FIRST DAY — PROCEEDINGS.

The secretary, Dr. A. L. Clark, of Illinois, not being present, Dr. W. Hope Davis, of Springfield, Illinois, was designated, by the president, Secretary *pro tempore*.

The acting secretary read an unofficial account of the proceedings of the last annual meeting, in part, including those relating to the modification of the constitution and by-laws of the association.

The roll of officers was called by the secretary, and the following were found to be present: President, Benjamin J. Stow, M. D.; Vice-Presidents, R. W. Geddes, M. D.; O. H. P. Shoemaker, M. D.; A. B. Woodward, M. D.; Treasurer, James Anton, M. D.

Absent: Anson L. Clark, M. D., recording secretary; George C. Pitzer, M. D., corresponding secretary.

The treasurer presented his financial report.

COMMITTEES ON CREDENTIALS AND FINANCES.

The president announced the following committees:

On credentials — Doctors H. W. West, of Massachusetts; J. A. Goodale, of Rhode Island; S. B. Munn, of Connecticut; Joel C. Halbert, of New York; L. H. Borden, of New Jersey; A. B. Woodward, of Pennsylvania; Henry Parker, of Ohio; J. B. Denman, of Illinois; V. A. Baker, of Michigan; J. A. Munk, of Missouri, and O. H. P. Shoemaker, of Iowa.

On finance — Doctors A. Wilder, W. R. Hayden, J. A. Munk.

Dr. Wilder, from the committee on finance, reported that the committee had examined the accounts of the treasurer and found them correct. (Schedule A.)

Dr. Hulbert, from the committee on credentials, reported favorably the following applications, and recommended the persons named as candidates for membership of the association, namely: E. D. Buckman, M. D., Philadelphia; Robert S. Newton, Jr., M. D., New York city; H. A. Hildreth, M. D., Lisbon, N. H.; L. P. O'Neale, M. D., Mechanicsburgh, Penn.; Samuel E. Mortimore, M. D., New York; C. Blackman, M. D., White Pigeon, Mich.

The persons named were then, each and severally, elected to membership, after which the president addressed them at length, and inducted them into their seats.

The association took a recess till 2.30 P. M.

FIRST DAY — AFTERNOON SESSION.

The association having been called to order, Dr. Paul W. Allen, of New York, from the committee on theory and practice of medicine, made an elaborate report on Cerebro-Spinal Meningitis.

A discussion followed, in which the members present generally participated.

On motion of Dr. Robert S. Newton:

Resolved, That this association begin its regular session to-morrow morning at nine o'clock, and that a recess be taken at ten, at which time the members shall proceed in a body to the President's house to pay their respects to the President of the United States.

The association then took a recess till seven o'clock in the evening.

FIRST DAY — EVENING SESSION.

The association convened in the parlor of Willard's hotel, the president, Dr. Stow, in the chair.

REPORTS AND DISCUSSIONS.

The discussion upon the subject of Cerebro-Spinal Meningitis was continued for about an hour.

A verbal report upon gynæcology was submitted from the committee on that subject by Dr. S. B. Munn.

A discussion ensued, which was becoming general, when a second report was made by Dr. V. A. Baker, from the same committee.

The association then adjourned to meet at the same place in the morning.

SECOND DAY — MORNING SESSION.

The association met June 28, 1876, at nine A. M., pursuant to adjournment, the vice-president, R. W. Geddes, in the chair.

MEMBERS IN ARREARS.

After the call to order the treasurer submitted, on the subject of "Members in Arrears," whose names had been dropped from the roll in consequence, the following recommendation (see Schedule B.):

"The centennial year is a good time for the association to act with lenity and liberality toward our negligent brethren; I therefore respectfully suggest that there be adopted such a modification of the by-laws as to provide, that for the period of — months, all persons in arrears for dues over two years, no other cause existing to the contrary, be restored to membership on the payment of — dollars."

The paper was referred to the committee on finance.

Several applications for admission to membership were received and referred to the committee on credentials.

VISIT TO THE PRESIDENT.

The hour of ten having arrived, the association proceeded in a body to wait upon Ulysses S. Grant, the President of the United States. Upon their arrival at the Presidential mansion, the members were escorted into the reception room, and upon the appearing of the President were severally presented by Dr. Newton.

President Grant then addressed them:

"Gentlemen, I am glad to meet you, and only regret that your visit should be at such an unpleasant season. You can, however, understand the condition of the gentlemen at the other end of Pennsylvania avenue. I do not sympathize with them so much."

The members of the association then returned to the parlor of Willard's hotel.

SECOND DAY — MORNING SESSION — CONTINUED.

The president, Dr. Stow, took the chair, and business was resumed.

Dr. Wilder nominated Dr. William Hitchman, of Liverpool, England, for honorary membership of this association. The nomination was referred to the committee on credentials.

The committee on finance, having in consideration the recommendation of the treasurer, reported back the same, as follows:

Resolved, That all persons heretofore members, who have been in arrears for annual dues for a period exceeding two years, shall be permitted to resume their former membership on condition of paying to the treasurer the sum of six dollars by the 1st of December, 1876.

After an earnest discussion, the resolution was adopted.

DOCTOR POTTER'S LETTER.

The following letter was received from Dr. S. H. Potter, and, on motion of Dr. Wilder, ordered to be included in the record of the association:

HAMILTON, OHIO, *June 25, 1876.*

To the National Eclectic Medical Association at Washington, D. C.:

GENTLEMEN. — I deeply regret that circumstances beyond my control deprive me of enjoying the privilege of mingling with you and taking part in your annual transactions. Allow me to assure your honorable body of my hearty loyalty to its interests and perpetuity. As one of its originators and incorporators, I feel an increasing interest in the growth and prosperity of our National Eclectic Medical Association. While our State organizations are *essential* to our successful progress, our National organization is of superior importance both in function and destiny. Make it live and prosper through your energy. Relying on the wisdom, prudence and experience of the members favored by good fortune in attending your meeting at the national capital this centennial year, I shall await, with no ordinary anxiety, the result of your labors, in the hope and belief that our best expectations may be realized in what you may accomplish for the honor and extension of our young, enterprizing and growing cause. I need not remind you that the eyes of our whole profession are now turned toward Washington, and we are waiting, with eager aspirations, the most favorable results from the work which you are there to perform.

Fraternally.

S. H. POTTER.

The committee on credentials reported favorably the names of the following persons, and recommended their admission to membership, namely: R. Elton Warner, M. D., of Pittsburgh, Pennsylvania; J. L. Knowles, M. D., of Vandalia, Illinois; S. S. Stoner, M. D., Manheim, Pennsylvania; C. W. Payne, M. D., No. 1347, Ridge avenue, Philadelphia.

The several candidates were duly elected, and afterward inducted into membership by the president.

Dr. R. S. Newton, from the committee on surgical diseases, read a paper on the Achievements in Surgery made by Eclectics.

Mrs. Rebecca Anton, M. D., from the committee on diseases of women, presented a paper — by title.

Dr. Henry B. West, from the committee on medical botany and pharmacy, was permitted to make a verbal report.

Dr. A. Wilder, from the same committee, presented a written report.

Dr. H. Wohlgemuth, of Illinois, from the committee on venereal diseases, transmitted a paper.

Dr. V. A. Baker, of the committee on gynecology, read his paper.

Dr. Clark, of the same committee, presented a paper — by title.

The committee on nomination of officers for the ensuing year was announced next in order.

On motion of Dr. Wilder:

Resolved, That the committee of representatives of the several States be instructed not to name, as the time of the next annual meeting, a date between the first day of June and the first day of September

The mover subsequently explained that he did not except to the earlier days of June, but that he protested against the holding of meetings during the hot season.

Dr. L. H. Borden, from the committee on diseases of children, offered a paper, the reading of which was deferred.

Dr. George H. Field transmitted a paper on the Status of Eclectic Medicine in Missouri.

The association then took a recess till three o'clock P. M.

SECOND DAY — AFTERNOON SESSION.

The association convened pursuant to order, Dr. Stow, the president, in the chair.

A resolution was offered and rejected, to present certificates to members that have not paid for the same.

The committee on nomination of officers and annual meeting, as appointed from the several States represented at the present meeting of the association, was announced as follows:

Connecticut, S. B. Munn; Illinois, J. B. Denman; Indiana, H. W. Taylor; Iowa, O. H. P. Shoemaker; Massachusetts, H. P. West; Michigan, E. Blackman; Missouri, J. A. Munk; New Hampshire, H. A. Hildreth; New Jersey, L. H. Borden; New York, R. S. Newton; Ohio, Henry Parker; Pennsylvania, L. P. O'Neale; Rhode Island, J. R. Goodale.

The committee on credentials reported favorably the applications of William Paine, M. D., of Philadelphia, and D. P. Borden, M. D., of Paterson, N. J. Both the candidates were elected.

Dr. D. E. Smith, from the committee on diseases of the respiratory organs, transmitted a paper, which was read — by title.

Dr. J. R. Borland, from the committee on theory and practice of medicine, transmitted a paper, which was read by Dr. Woodward.

The committee on nomination of officers, etc., made the following report:

OFFICERS FOR THE ENSUING YEAR.

President — O. H. P. Shoemaker, of Iowa.

First Vice-President — S. B. Munn, of Connecticut.

Second Vice-President — L. H. Borden, of New Jersey.

Third Vice-President — J. A. Munk, of Missouri.

Recording Secretary — Alexander Wilder.

Corresponding Secretary — W. Hope Davis.

Treasurer — James Anton, Lebanon, Ohio.

The next annual meeting of the association was appointed to be held in the city of Pittsburgh, beginning on the sixth day of June, 1877.

The report was accepted, and the officers, as named, were declared to be duly elected.

The officers elected were escorted to the desk by Doctors Newton, Parker, and Baker. The retiring president, Dr. Stow, greeted his newly-chosen successor, who, in reply, assured the association of his best endeavors to perform the duties of his office impartially and acceptably.

A resolution of thanks to the retiring president and officers was adopted.

PAPERS, ETC.

Dr. R. A. Gunn, from the committee on psychological medicine, transmitted a paper, which was read — by title.

Dr. H. G. Newton, from the committee on venereal diseases, transmitted a paper, which was read — by title.

Dr. J. H. Dye, from the committee on cutaneous diseases, likewise transmitted a paper, which was read — by title.

The committee on pharmacopœia offering no report, a debate took place in relation to the importance of the subject, and the probabilities of obtaining such a work.

Dr. L. H. Borden read the paper which he had offered in the morning.

On motion of Dr. Parker :

Resolved, That the time for the presenting of papers from the several committees be extended to the 1st day of September, 1876.

On motion of Dr. R. S. Newton :

Resolved, That a committee, to be constituted of one member from each State having membership in this association, be appointed to report a draft of constitution and by-laws at the next annual meeting.

Dr. Parker reported a case of vicarious action of the stomach.

The association took a recess till evening.

SECOND DAY — EVENING SESSION.

The association held its evening session in Willard hall.

The chair was taken by the president, Dr. Shoemaker, who introduced the orator of the evening, Professor Paul W. Allen, of New York.

Prof. Allen then delivered the annual address.

Remarks were made by Doctors Mortimore, Newton, and others.

The association then adjourned.

THIRD DAY — MORNING SESSION.

The association again assembled in the parlor of Willard's hotel at nine o'clock A. M., and was called to order by Dr. S. B. Munn, vice-president.

Dr. Newton called attention to the time proposed for the next annual meeting, which was simultaneous with the period of annual meeting of the Eclectic Medical Society of Massachusetts. He proposed to change it to the second Wednesday in May.

A general discussion followed.

On motion of Dr. Munk:

Resolved, That the whole subject relating to the annual meeting of this association be referred to the executive committee.

The president having assumed the chair, Dr. Newton offered the following resolution, which was adopted:

Resolved, That the constitution of this association, the by-laws, and standing resolutions in force, directing the action of this body, be inserted in the next volume of the Public Transactions, together with a list of members, with their respective post-office directions, now in honorable fellowship.

NATIONAL BUREAU OF CORRESPONDENCE.

On motion of Dr. Newton:

Resolved, That a national bureau of correspondence be appointed by the president of this association, consisting of at least one member from each State Society, and one from each of the other States friendly to the purposes of this resolution, to continue in existence one year, and till another similar bureau shall in like manner be appointed, to prepare and circulate memorials, and cause them to be presented to Congress for legislation, providing that in the medical appointments under the authority of the federal government, whether in the army, navy, pension bureau, or elsewhere, each school of medicine shall receive equal favor, and that they shall be awarded a just and equal proportion of representation in all boards of administration, examination and analogous position, without being exposed to proscription or rejection on any pretext based on any so-called code of ethics.

The committee on credentials reported favorably the application of Charles S. Herron, M. D., of the city of Washington, D. C., and recommended his election to membership. The report was approved, and Dr. Herron unanimously elected.

The committee on credentials also reported favorably the nomination of Dr. William Hitchman, of England, for honorary membership.

Dr. Hitchman was then unanimously elected honorary member of the National Eclectic Medical Association.

The following persons were appointed the committee on finance, namely: Doctors Stow, Munk, and Geddes.

On motion of Dr. W. Hope Davis:

Resolved, That all bills and accounts, which may be rendered, be approved by the finance committee before payment.

On motion of Dr. Anton:

Resolved, That the Transactions of this association be published up to the present date.

The treasurer reported that there was in his hands, exclusive of bills, \$179.

Dr. R. W. Geddes, from the committee on the present status of eclecticism, read a paper on Liberal Medicine in Massachusetts.

Papers were read — by title — from Dr. Goodale, of the same committee, Dr. Henry Parker, and Dr. Marmon; also, by Dr. W. Hope Davis, from the committee on new remedies.

DEATH OF DOCTOR J. W. MARMON.

Dr. Baker announced the death of Dr. J. W. Marmon, of Iowa, and offered resolutions of condolence, which were adopted, as follows:

Whereas, In the mysterious course of events our esteemed fellow-laborer, Dr. J. W. Marmon, has been transferred from this to another form of existence, an event which, though afflictive to his friends and associates, was to him an exceedingly great gain, therefore:

Resolved, That we take this occasion to testify to his excellent qualities, his exalted sense of right, his usefulness and goodness of heart, in all which he was a bright example.

Resolved, That we sympathize with his family in their sad bereavement, and with our brethren in Iowa at the loss of one of their number, whose virtues, talents and other endowments were a source of gratification and honest pride.

Resolved, That we rejoice in this hour of grief, that while we may see him no more among us, gratified that his name is worthy to be enrolled with those of our other departed fellow-laborers — men of whom the world was not worthy.

Resolved, That a copy of these resolutions, duly verified, be transmitted to the family of Doctor Marmon, with the assurance of our fraternal sympathy.

On motion of Dr. Newton:

Resolved, That the resolution adopted June 28, 1876, in relation to members in arrears, be reconsidered.

After debate the resolution was again adopted.

On motion of Dr. Newton:

Resolved, That the executive committee is hereby authorized to publish 300 copies of the unpublished Transactions of this association.

A bill, ordered by Dr. Stow, of one dollar and fifty cents, for express charges, having been duly approved by the committee on finance, was ordered to be paid.

On motion of Dr. Newton:

Resolved, That the secretary of this association is hereby directed to prepare for publication, by or before the next annual meeting, a list of the medicines, remedial agents and compounds first discovered and introduced by eclectic druggists and physicians, which are now manufactured, vended and employed by chemists, druggists and practitioners of the old school, as "regular" and "officinal," and the credit of their introduction and original discovery withheld from those to whom it justly belongs; and that the aforesaid list be included in the Transactions of this association.

A vote of thanks was then adopted to J. F. Cake, Esq., the proprietor of Willard's hotel, and to his subordinates, for their uniform

courtesy and good offices to this association and its members, during the present session.

At this moment a communication was read, from Mr. Cake, presenting the association with the use of Willard hall, etc., without charge.

The secretary was directed to communicate to Mr. Cake the resolution just adopted.

The president, pursuant to order of the association, now declared this present session adjourned.

ALEXANDER WILDER, M. D.,
Recording Secretary.

PAPERS ACCOMPANYING THE ANNUAL REPORT.

SCHEDULE I.

TREASURER'S REPORT.

Mr. President and members of the National Eclectic Medical Association :

Your treasurer respectfully submits the following report of the financial condition of the association for the year ending June 26, 1876:

1875.	<i>Dr.</i>
June 16. Received for initiation fees by B. J. Stow, as treasurer	\$80 00
June 16. Received for annual dues ..	161 00
June 16. Received for fees for certificates of membership ..	12 00
June 16. Received for mistake in express bill	1 00
Total	<u>\$254 00</u>

Amount paid by Dr. Stow, per Order.

1875.	
June 16. Bill of W. M. Ingalls	\$8 00
June 16. Bill of H. Wohlgemuth	25 00
June 16. Bill of R. A. Gunn	100 00
June 16. Balance due Dr. Stow	85 96
Total	<u>\$218 96</u>

1876.	
June 26. Received balance from Dr. Stow	\$35 04
June 26. Received annual dues by mail	161 00
June 26. Received fees for certificates	10 00
Amount received by me	<u>\$206 04</u>

PAYMENTS.

1875.	Cr.
June 19. Express charges on books and certificates to Lebanon, Ohio.....	\$1 25
June 19. Volumes of Transactions, from Brooklyn, N. Y..	2 00
June 19. H. Seibert & Brother's bill for certificates.....	12 50
June 19. E. Warwick's bill for printing circulars.....	3 00
June 19. B. J. Stow's bill for postage on circulars and Transactions.....	1 80
1876.	
June 26. Aggregate for postage and stationery for treasurer,	13 29
June 26. G. Watson's bill for circulars for July 29, 1875..	5 00
June 26. G. Watson's bill for circulars for May 22, 1876..	14 80
June 26. B. J. Stow's bill for postage and stationery.....	15 00
Total.....	<u>\$68 64</u>
Balance on hand.....	<u><u>\$137 40</u></u>

The receipts for all money paid out are presented with this report for the inspection of the association.

There is due to the association, from ninety-seven members, for dues for two years and under, \$408 ; also, against 115 others, \$1,326, making a total of \$1,734.

Respectfully submitted.

JAMES ANTON, M. D.,
Treasurer.

WASHINGTON, D. C., *June 27, 1876.*

SCHEDULE II.

Mr. President. — In my financial report I stated that ninety persons were indebted to the association six dollars or less, each, for dues — amounting to \$408 ; and that 115 on the books were each owing over six dollars — to the amount of \$1,326 — making a total of \$1,734.

It is idle to expect that the \$1,326 due from those in arrears over two years, will ever be all collected from those who do not attend the meetings. But if the good part of it is paid in, together with the \$408, due from those not over two years behind, it will put the treasury in a better condition than it has ever been before. But, according to Article VI, of the by-laws, those in arrears are “considered as withdrawn from the association,” and there is no provision made for their reinstatement without paying all back dues. Neither is there any thing in the by-laws to prevent any from gaining admittance as *new* members by paying the usual initiation fees, and passing the usual examination of the censors. But, unless there is some

action taken by the association in the matter, it is not likely that many will adopt such a step to regain their membership.

Will it not be well for the association to try and devise some plan by which a large part of those so long absent may be induced to resume their membership in a way alike honorable and beneficial to both parties? Hard times and inability to leave their patients in charge of a brother eclectic may have led many of our young members to absent themselves and get in arrears. Others, expecting to attend meetings, but unavoidably prevented, have neglected to pay; and so on, till many of both classes have got so far behind that, rather than pay up their nine, twelve, fifteen or eighteen dollars, they let their names be dropped from the roll of membership. This is a great loss to the association, to the absentees themselves, and to the cause of eclecticism, and ought to be remedied if possible.

As the causes that have swelled the delinquent list still exist, and are likely to continue for some time, to the injury of the association and our common cause, may not some plan be adopted to get up a renewed interest in all those who have ever been with us? The centennial year is a good time for the association to act with lenity and liberality toward our negligent brethren. I therefore respectfully suggest that there be adopted such a modification of the by-laws as to provide, that for the period of — months, all persons in arrears for dues over two years, no other cause existing to the contrary, be restored to membership on the payment of — dollars to the treasurer by the — of —, 1876.

If any one thinks this matter worthy of consideration, I hope he will move that the subject be referred to the finance committee, with instructions to report without delay, so that it may be discussed and acted upon.

JAMES ANTON,
Treasurer.

National Eclectic Medical Association.

PART II.—1876.

ADDRESSES, SCIENTIFIC REPORTS AND OTHER PAPERS.

Resolved, That the design of the appointment of committees to report on medical and surgical subjects be understood by this association as not excluding any member from writing papers ; but that it is in accordance with the spirit and purpose of this association that each member should present a paper on any subject which he thinks may be useful to the profession. Adopted September 18, 1872.

Resolved, That this association is not to be regarded as approving and sanctioning, to their full extent, the several doctrines and sentiments treated of in the papers presented and published by its direction.

Resolved, That a copy of this resolution be published in some proper place in future volumes of Transactions. Adopted June 15, 1875.

ANNUAL ADDRESS.

DELIVERED AT WASHINGTON, D. C., JUNE 28, 1876.

BY PROF. PAUL W. ALLEN, M. D., OF NEW YORK.

Mr. President and members of the National Eclectic Medical Association :

For months past our minds have been interested in the great centennial exhibition at Philadelphia. No man should call himself an American citizen, no lady an American woman, whose heart does not thrill with patriotism in contemplating that glorious spectacle. It is glorious as the exponent of the industries of all the States and Territories of this American union ; glorious as showing the agricultural and mining products of so many climates and soils of this great country ; as showing what are our fisheries ; what are our horses ; what the fleeces of wool that clothe our people in the winter ; what the bounteous and beautiful cotton for our summers ; what the products of our foundries, mills and looms ; what the handiwork of that sewing-machine, which had never been thought of a hundred years ago ; what are our arms, from the Rodman gun that carries a ball of 1,080 pounds, with 200 pounds of powder to send it on its destructive mission, to the rifle that carries an ounce ball with Creedmoor exactness ; what the civilization of our architecture, as shown in the dwelling, the school-

house, the church, the store and the State house; what our arts, as shown in paintings, engravings, statues, models and machines; and, best of all, in our books, magazines and newspapers — for Americans are the only people of whom it can be said that everybody takes the newspaper, and everybody's child goes to school.

AMERICA NOT ANOTHER EUROPE.

The halls at that exhibition, devoted to our national products and to the products of the several States, give us not only the evidence of our original, native talent, in a thousand variety of articles, but they equally show that the best talent of European mechanics has found its true development in our land of freedom and equality. Some one has said that the emigrants from a country are its most enterprising and talented citizens. The early colonists on our eastern borders, at Jamestown and Plymouth, and New York and Philadelphia, were, to a large extent, of the best blood of England, and Germany and France; and our own latest transmigration to the north-west and to the south, and to California, has been largely made up of the most go-ahead and keen-visioned of the descendants of those colonists. It is true that our free institutions and our broad acres have attracted a few millions of Europe's uneducated people, and some of her criminal classes, but our social and school education will make most of them good citizens, working our national domain into millions of farms; interweaving the continent in a network of railroads; developing an educated and healthy and happy people, who shall have such a love for equality that no privileged classes shall exist, no law of primogeniture ever be established, no king ever rule over us. Our governmental institutions are, in every principle, the antipodes of that system of nations which make up the map of Europe, and the approaching centennial is the development of that new system of liberty, and equality and fraternity which it was reserved by Almighty God to establish in America.

The root-thought of our system is the individuality of every man; the inherent right to think, develop, and act according to his own sense of duty and privilege — subject only to such laws as are for the protection of all, and the good of the greatest number.

ENGLAND.

In our childhood studies of history we were taught, first of all, "to hate the British;" but our later studies have taught us that, with English colonization, whether in America or India, or in her many island-colonies, has always gone the establishment of trade, commerce, manufactures, the school, the church, the Bible, and a system of English law. If, from self-interest, England conquered the natives and cheated them, she always introduced institutions which did good to all those nations.

And we welcome Englishmen and English women (for there is not a woman in the world whom we would be so glad to see as Queen Victoria), and Germans, and Swedes, and Italians, and Japanese and Chinese, and every other nationality to that exhibition to which they

have so bountifully and magnificently contributed. That exhibition will carry a thousand inventions, and new ideas of education, and travel, and social and home life, to every people in the world, and will do work of enlightenment and freedom, and blessing to all.

THE CENTENNIAL FOURTH OF JULY.

The details of that exhibition, carried to the homes of all civilized people by the newspaper press, will only prepare them to receive with enthusiastic interest the accounts of that greater exhibition which is to take place one week from to-day — the celebration, by the entire American people, of American independence. Philadelphia is its central spot only because it was the birthplace of that celebration. The morning of the fourth will awake every city, every village, every hamlet, every home and every heart to gratitude and joy. *One hundred years of successful self-government* by the people, is the motto for that day. And in this hour of spontaneous and exultant patriotism, how can we more clearly see our American progress than by contrasting the homes, and dress, and social life of an hundred years ago with those of to-day? The homes of its millions are the true indices of its happiness and progress. Our homes are the development of what we know and what we possess. Has any other nation such homes as our people? No travelers record them.

THE AMERICANS OF THE PRESENT TIME.

But compare our present with our past. Our ancestors were nearly all farmers in the north, and planters in the south. Between the Alleghanies and the Rocky Mountains, savages only lived, and the broad Pacific slope was unknown — a wilderness wild and a wilderness waste.

Log-cabins or other very humble dwellings were then the homes of our fathers and mothers; their food was the plainest, and with little variety, and their garments were mostly home-spun and home-made. But now houses can mostly claim well-arranged rooms, tastefully furnished, and our dress is elegant and artistic. Even the bridal dress was formerly plain, though sometimes rich; but the wardrobe of the fashionable bride of to-day is varied and beautiful. In truth, it is made in many looms, in widely-distant countries, from a great variety of textures, and is manufactured by persons of many trades and occupations. Skilled hands, magnificent steamships, artistic fashion-designers, care-taking seamstresses, elaborate sewing-machines — these, and many more agencies and talents, are brought into requisition to produce, and transport, and make up those fabrics of silk, and linen, and velvet, and flowers, and kid, and gold and diamond, of the bride of New York or Washington, of Chicago or San Francisco.

HOW WE LIVE NOW.

Compare, too, the American dining-table of 1876 with that food, coarse in kind and small in variety, which mostly satisfied our ancestors of 1776. Now, the table of even the unpretending house-keeper is supplied and adorned from many lands. Our beef is, perhaps,

from Texas or Chicago; our hams from Michigan or Ohio; our flour from Illinois or Missouri; sugar from Cuba or Louisiana; spices from Ceylon; tea from China or Japan; oranges from Havana, Florida or California; potatoes from Carolina, Bermuda, or around our own homestead; vegetables from Dutch gardens, everywhere; silver dug out of Nevada mines or Mexican mountains; crockery from Bristol, England; table-linen from Belfast, Ireland; knives and forks from Sheffield, England, or from Yankee-land; ice from Maine, honey from California. The epicure has his wine from France, or Hungary, or Ohio, or California, or the Lord knows where; and the temperance man "gets corned" with canned corn from Maine, or Delaware, or Indiana.

American life is no longer primitive or simple; it is complex, and has many wants — educated wants and educated tastes; and our tables, our dwellings, our clothing, our means of transportation, our postal system, our telegraphs, our newspapers, magazines, books, pictures, music, sewing-machines — each and all are only examples of a civilization mostly developed in one hundred years, and all representing a wonderful variety, and adaptation of talents and progress.

Artemus Ward, while traveling in England, was asked by a nobleman about his ancestors. His reply was: "I hadn't much ancestors, only one father and one mother." Our fathers and mothers did not boast of *their* ancestry, or assimilate to their models of either government or religion; but they were clear enough in their own ideas of human rights and duties, and brave and true enough to maintain them; and the government they created makes us that people, the most favored with comforts and blessings that the sun shines upon. Our civilization and prosperity are in advance of any known in history.

WHAT AMERICA IS TO BECOME.

Let us hope that such a people may have enough of the greatness of humility to see our faults in both social and political life; that the statesman may learn to legislate for the entire country, and not for his section; that Americans may be wise enough to drop political rascals and thieves and take for their representatives high-toned and able men; that extravagance and luxury, which have corrupted and destroyed so many nations, may be looked down upon by all patriotic men and women; that that intemperance which, according to statements based on official estimates made by W. Young, of this city, the chief of the bureau of statistics, cost this nation, in 1872, \$735,720,048, as our annual "drink bill," and which, doubtless, cost us, by its loss of industry, its destruction of physical power, its shortening of the lives of laborers, its crimes and the resultant court and prison expenses, its insanity and its alms-houses, enough more to make a total of at least \$12,000,000 may be removed. How can any nation waste \$1,200,000,000 per year and yet prosper? As a student of the science of political economy, I know of no other expenditure so enormous and oppressive to any nation, except alone the support of their standing armies by the leading nations of Europe. To save

orse than waste is a problem of far broader range and more comprehensive public policy than any now before the American people, and should be more deeply interesting to all who love the liberty and consequent perpetuity and glory of this nation.

We have faith in the American people, great faith in their intelligence, in their practical pecuniary sagacity, in their square sense, in their foresight as to the public good, and the welfare and prosperity of the nation. The press and the pulpit, and the discussion of public affairs by right-minded public men, will practically overcome any temporary evil, whether it be sectional selfishness, extravagance and luxury, or official stealing, or intemperance, or the fashion of trying to destroy, and displace and get ahead of an eminent man, of any party, in religious, or professional, or political, or the malignant and systematic plotting of slander.

The public schools and the newspaper press of this nation will educate this people to a mighty and prevailing public sentiment to drive out bad men and passing parties out of power and out of notice, just as better men and better measures are needed. We believe firmly and faithfully, that our people are to be a more intelligent, and a better people; and our government a better and stronger government; that America is to be the model government which all other nations will imitate just as soon as their intelligence and ability shall be sufficient to establish and sustain republics. One hundred years hence all Europe will be made up of a fraternity of republics.

"THE MEDICINE-MEN."

In such reflections as to the welfare and glory of our nation, at this centennial hour has spontaneously forced on minds, we are reminded, as American physicians, to the development and success of our nation.

What is medicine to-day? Have the discoveries of the century made it more an exact science? How much progress have we made? How much more useful and successful can we be than were the physicians of the revolutionary period? And as we leave the first century of our nation's life, and pass into its second century, is there any prospect of further improvement in medicine?

The advancement in all the arts and sciences relating to medicine in the past century has been remarkable, especially with the four leading nations of the world, the Americans, the English, the French, and the Germans. The popular mind has no just conception of the amount of valuable knowledge added to medicine in the last two centuries.

Medicine is almost perfected, and it is only in some of those finer details, the microscope, that we can hope to learn anything more. We know much more accurately and fully we know the human system, of the lungs, heart, liver, kidneys, than we did when Allen and Hunter and Abernethy.

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HYGIENE A RECOGNIZED MEDICAL DEPARTMENT.

Hygiene—the developed laws of health, is almost a new science. Andrew Combe was, so far as I know, the first to make, for popular use, a systematic and logical statement of the relations of physiological laws to the preservation of health; and within the last fifty years more has probably been done to enlighten the human family how to preserve health than had been done in all the centuries of the past. In illustration of the newness of hygiene, allow me to state that when, in 1847, I was appointed to the professorship of physiology and pathology in the Eclectic Medical College of Virginia, I accepted the appointment on condition that hygiene should be added to the subjects taught from that chair; and thus, in America, in “Old Virginia,” and by an eclectic, and one of your own number, was established the first professorship of hygiene in any college in which the English language is spoken. Indeed, the word hygiene was not then in Webster’s Octavo Dictionary.

Eclectics have always made hygiene an important part of their treatment of diseases. Very rarely have they exhibited medicines which did injury to the structure, or hindered the functional action of any organ. It has ever been a leading idea in all our practice to re-establish all the functional activities of the various organs, and especially of the skin, liver and kidneys; and by this we have, as a part of the remedial treatment, overcome inflammation and fever, and eliminated blood-poisons.

Allopathy has, since the publication of William’s “Principles of Medicine,” and especially for the last ten years, to a limited extent, adopted this rational method of practice; but for the quarter of a century before that, drastic and poisonous purgatives irritated and inflamed the alimentary canal; opiates benumbed the brain and shut up the secretions; antimony prostrated the heart-power, and blood-letting took away the very life.

Eclectics have not only always largely overcome and eliminated disease by restoring physiological action, but they have done an inestimable good to the American people as teachers of hygiene to their patients, and to their families in which they practice their profession.

Physiology and hygiene are now popular studies with the American people. We have not only text-books in our common schools and our higher institutions of learning, but every intelligent man and woman makes health a leading subject of thought and conversation and care. The race demands less sickness and less liability to sickness, and they mean to secure these results by studying the laws of human life. They sympathize with the sentiment of that famous epitaph at the infant’s grave:

“If I was so soon to be done for,
I wonder what I was begun for.”

STATE BOARDS OF HEALTH.

So impressed is the public mind with the value of health, and the means of keeping it, and the avoiding of disease, that they demand that government shall do something to enlighten and protect the

public health; that State medicine shall be established by the several States, and by the general government. A State board of health was established in Massachusetts in 1869, and since that time a similar board has been established in Louisiana, California, Virginia, Minnesota, Michigan, Maryland, Georgia and Alabama; and all the other States will ere long follow this example. State medicine investigates the climate, and food, and the dwelling-house, and clothing, and drainage, and malaria, and contagion, and it will secure intelligent and thorough study, and public discussion, and also such legislation as may be necessary to protect the health of the people. This is to be one of the great works of the incoming century.

PATHOLOGICAL LEARNING.

The last century has added immensely to our positive and accurate knowledge of disease. Andral and Louis, in France; Rokatsansk and Virchow, in Germany; Baillie and Hope, and Marshall Hall and Bennett, and Stokes, and Graves, in our fatherland — what treasures they have added to our data of pathological anatomy. What a flood of light has been thrown upon the structural diseases of the brain, and heart, and lungs, and liver, and kidneys, and other organs. How much more definite, too, is our knowledge of fevers, their natural history, their classification, and their indications for treatment? Allopathists have made nearly all of those discoveries in pathology; and for them eclectics and homœopathists will ever be most deeply indebted.

IMPROVEMENTS IN OLD-SCHOOL PRACTICE.

In the practice of medicine allopathy has greatly improved in the last century, especially in the last twenty years. In this country, and in France and Germany, the theory and the practice of depletion has been mostly laid aside; in England less so. Fifty years ago blood-letting, antimony, calomel, and opium, were the principal remedies for all inflammations, and for fevers. Professor Hosack declared that they were the "four-corner stones of the temple of medicine." This was the best practice that medical scientists then knew. Sir Thomas Watson, in his *Theory and Practice*, taught the logic, the rationale, of these agents; how they might overcome congestion and inflammation and fever. He was the best reasoner who ever presented the logic of medicine from the allopathic standpoint, but he admitted, and so did all reasonable physicians, that these agents often failed in inflammations and fevers; and he showed how liable they were to do great harm, sometimes, in spite of the best judgment which could be used. In such diseases as lung-fever, and typhoid fever, scarlet fever, inflammation of the brain, and dysentery, a large per centage of deaths was considered as unavoidable. So the colleges taught, and the authors and the best practitioners acknowledged. They believed most thoroughly what they practiced, that it was the best that could be done. They often saw the failure of their remedies, but they supposed that a considerable per centage of mortality could not be prevented. It was the unquestioned, the authoritative, the *regular* treat-

ment, and no man was permitted, without rebuke, to question the practical wisdom of those physicians who followed this system.

HOMŒOPATHY IN EUROPE.

There was no reform in Europe, except that of Hahnemann, and his system was no reform, but a new system based upon a single idea, *similia similibus*, like for like. This raised a new order of men; it did not often secure the adoption of those already in the profession.

Homœopathy existed fifty years in Europe before the eclectic system was introduced; but its doctrine of cure, and its very minute doses were such that it was not recognized as having a similarity to allopathic medicine, either in its theory or in its treatment. It had strong advocates, not numerous, and made no popular impression as that which might greatly change or revolutionize allopathy. Allopathy was as popular as ever, except with a very few, when the eclectic system was introduced, in 1844.

ECLECTIC MEDICINE.

Eclecticism is a child of republican America. It was born of our independence; it declared its independence because of wrongs; it was a necessity to save the lives of our people; it had its origin in the intelligent conviction that the prevailing system of depletion was destroying the right to live. The discerning and independent American mind got the conviction that, in many instances, people would be more likely to live if they took no medicine than if they took allopathic treatment.

All great reforms have their initiative work and their initiative men. Dr. Samuel Thomson, of New Hampshire, did a work in this direction. His agents and methods of treatment were very disagreeable, but they did unlock the secretions; they did stimulate and support; they did most effectually equalize the circulation, and thus overcome general fever and remove local inflammation. Two hours often arrested a pleurisy, and forty-eight hours broke up a raging fever. This destroyed that old doctrine, in the public mind, that a fever must run seven, or fourteen, or twenty-one days. It established a new treatment, based upon the doctrines of stimulation, relaxation, innocent arterial sedation, and the elimination of blood-poisons by the free secretions which the treatment secured. These doctrines and their resulting practice are now recognized as an integral part of eclectic medical practice, whilst the agents which Dr. Thomson used to secure this stimulation and relaxation, are already, at least in part, superseded by others more agreeable and more efficient. Of the pioneers of eclectic medicine, whom we all remember with gratitude, and whose achievements and memory we all honor, it is not my purpose at this time to speak. Their works praise them, and this association is their monument.

CHANGES IN MEDICAL ORTHODOXY.

The history of medicine, for the last three hundred years, shows a frequent succession of remarkable changes of belief and practice,

severally urged and sustained by men of great talent ; and that which was most firmly believed at one time has been, again and again, set aside and superseded within twenty-five or fifty years. A person studying this changing development might well be reminded of what Ralph Waldo Emerson says of the varied phases of philosophy : "I would write on the portals of the Temple of Philosophy, *Whim*."

But there is no *whim* in arterial sedation in the treatment of active inflammation or raging fever ; there is no whim in equalizing the circulation ; there is no whim in restoring the secreting power and function of the liver, kidneys and skin. Every physician in my presence knows, by daily practical and positive experience, the truth of these words ; the actual and uniform success of these means. We have a *rationale* which is logic ; we have results which are a triumph. We have here, as applied to acute inflammation and sthenic fever, the "*Fontes philosophias e quibus alia meant*," — the fountains of philosophy from whence other things flow.

BLOOD-LETTING, CALOMEL, ANTIMONY, ETC. — WHERE ARE THEY ?

But where, in the meantime, is the old school ? What has become of the infallibility of their logic of medicine ? What has become of their former practice ? Blood-letting is essentially relinquished by almost the entire profession ; antimony is scarcely used at all ; calomel is, with many, almost abandoned.

Thirty-three years since — one-third of a century — when I commenced the practice of medicine, practitioners, professors and authors denounced any man who did not rely upon these agents as having neither science nor sense. To-day they have essentially discarded these agents and the whole theory of depletion. Whisky stimulation, quinine support, opium stupefaction, and bread and milk stuffing, form a treatment radically opposite to the universal teachings and practice of those times. This latter treatment is, we believe, far from the best, but it is a wonderful advance on allopathists. By thus changing their minds they have at least proved themselves men ; for that eminent wit and divine, the Rev. Sidney Smith, says "that the difference between a man and a jackass is, that a man can change his mind, but a jackass can't."

The most accomplished physician could not, probably, sustain himself to-day, in any city in this country, if he principally used the very agents which the physicians then "swore by," as their most reliable remedies.

In the administration of Mr. Jefferson, Mr. Crawford was, for a time, acting Vice-President. He died suddenly some forty years ago, and when the melancholy message was sent to this city, the words were : "Every thing was done for him that could be done — he was bled twenty-seven times !" And in the life of Prof. Benj. Silliman, Senior, he states that when he attended lectures in 1803, in Philadelphia, Prof. Benj. Rush said : "In fever, bleeding is the *magnum bonum Dei*," — the great gift of God ! And a subsequent associate professor with Mr. Silliman, the learned Prof. Tully, in lecturing upon antimony, in Yale College, said : "Gentlemen, this is a valuable

remedy in lung fever, an efficient remedy, our best remedy. It has but one fault, once in a while it will kill your patient."

PHYSICIANS WISER THAN PROFESSORS.

But the question is suggested, Who were the "wise men," thirty years ago? Eclectics have not changed; science and success were theirs, they had no need to change. Allopathy has essentially relinquished the whole system of depletion. Surely, we were wiser, or the verdict of the century goes for nothing.

And here it is but simple justice to say that the great body of the American allopathic physicians have, in their practice, been in advance of the professors in their colleges, and greatly in advance of the leading English authorities in medicine. There has been, always, among all classes of American physicians, a vast amount of clear, independent thinking; they look at results, and they are convinced by results; and they would have advanced far more rapidly if they had been influenced less by English, and French, and German authorities. We have aped after European opinions, and authorities, and precedents, when there was really no essential unity of medical practice among those authorities themselves. Many physicians have studied abroad to learn practice from those who radically differ among themselves. Verily, this reminds us of Cowper's lines in reference to the English artist who must study in Italy:

"How much the fool that's been to Rome,
Exceeds the fool that's stayed at home."

The American mind is both logical and inventive; and can we not in medicine and in surgery, as in other things, reason and invent for ourselves? We have originated new ideas in government, and we have most triumphantly vindicated them by the success of our general government and of all our State governments. Fulton invented steamboat navigation; Morse invented the telegraph; Horace Wells discovered anæsthesia; Dr. McDowell introduced to the world the operation of ovariectomy; and the American eclectics have introduced to the world a new logical and successful treatment of inflammation and of fevers.

THE SUCCESS OF ECLECTICS IN PNEUMONIA.

It is entirely true that whenever an eclectic physician is called upon to treat an active inflammation or fever, within twenty-four or forty-eight hours of its commencement, he arrests it, cuts it short, prevents its natural pathological development. In rare cases he fails to do this, but even then his treatment is so efficient to control, limit, and modify the disease that it is rarely fatal. Acute inflammation of the brain, lungs, pleura, liver, peritoneum and kidneys, are generally cut short, aborted.

Pneumonitis, or lung-fever, has long been the favorite disease to which teachers refer to illustrate the process and phenomena of inflammation and its treatment. Now, in nearly all sections of the land, in both city and country, lung-fever has, for several years, been very

fatal; but we are safe in saying that *eclectic physicians very seldom lose a case of this disease.*

STATISTICS OF TWELVE ECLECTICS IN CONNECTICUT.

After a recent meeting of the Eclectic Medical Society of Connecticut, twelve members held a conference for careful inquiry as to the results of treatment during the past twelve months. Nearly all of these physicians were in extensive practice. Only one, among the twelve, had lost a case of lung-fever, and that patient had been previously and gravely affected with dropsy of the chest. We allude to this specially, because we ought to put upon record our success in this inflammation, and in other inflammations.

In this conference a tabulated statement was made of the results of the treatment of other diseases. The same twelve physicians had, in the same year's practice, lost no case of anæmia; no case of cholera or cholera morbus; only two cases of cholera infantum; no case of convulsions; only one case of croup; only one case of delirium-tremens; no case of intermittent, remittent or typhoid fever; no case of diarrhoea; only one case of diphtheria, or erysipelas, or puerperal inflammation, or dysentery; only two cases of scarlet fever; and no case of either measles, small-pox, teething, tetanus or whooping-cough.

We make but one comment, and that of inquiry. Can those who follow the standard of Hahnemann, or those who follow that of Watson and Wood, and Aitken, present any such statement of favorable results and treatment? If they can we, as eclectics who desire to learn all that is good from all, would love to sit at their feet and learn. Think of twelve busy practitioners losing no case of fever of any kind, in an entire year's labor among the sick; and only one case of diphtheria, one only of croup, and one only of erysipelas!

ECLECTICS IN CHRONIC DISEASE.

But our rivals will ask: "Do eclectics succeed well when the inflammation or fever is not cut short, and when the case becomes one of prostration and sinking?" I would like to write a volume on that subject, but can only say that eclectics use tonics and stimulants with special success; and that, in my opinion, all schools of practice will soon recognize and use more efficient agents than quinine and whisky to keep up that brain-force and that heart-force which are the two factors wanted to sustain life against extreme prostration.

Time would fail me to allude to our success in chronic affections of the blood, of the nervous system, of the lungs, liver, stomach and kidneys, which have made eclecticism so popular all over the land. Our success in all these chronic diseases has mostly originated from a special source — the study of new agents discovered by us among the medicinal plants of our country. A large proportion of our physicians were, in the first place, students under allopathic physicians, and were graduates of colleges. It would be natural and logical for us never to give a treatment suggested by our instructors, in any given case, unless we believed that we had some better

remedy. It is to these better agents that our thousands of practitioners have devoted themselves. We have differed only to improve. To differ simply to differ, or for criticism, or from prejudice, would neither be magnanimous, nor wise, nor politic. Our difference, in itself, is a protest against some agents that did harm, against other agents that were not successful, and in favor of numerous new agents discovered by us.

INDEBTEDNESS OF OTHER PHYSICIANS TO ECLECTICS.

About 1,500,000 persons are constantly sick in this country, and not only thousands of them, but allopathists and homœopathists, are immensely indebted to the eclectics of this country for the very numerous and very valuable agents which they have introduced to the profession. Homœopathic works and journals, many of them, do us ample justice; but allopathic journals and text-books rarely credit us with any of these discoveries.

These agents have made eclectic practice successful beyond what the greatest minds in medicine dreamed of fifty years ago; for we have, with these new agents, gratefully accepted, from all schools, and from every age and people, every past remedy which we thought really useful, thus adopting, in reference to therapeutics, that broadest catholicity of St. Paul, "Whatsoever things are true."

THE FUTURE OF MEDICAL PRACTICE.

But what shall we say of our future? With our limited vision into the next century of medicine, we distinctly recognize, for ourselves and those who follow us, several prominent subjects of important research and progress.

Perhaps one of the first in importance is to ascertain, as far as possible, the nature of blood-poison, or zymotic disease.

If bacteria be the cause of these diseases, how can we, by any prophylactic treatment, prevent their existence, and thus prevent the disease? If the disease be already developed by them, how can we neutralize that poison, and thus limit and arrest its effect?

If bacteria be the product of disease, how shall we so influence the blood, by chemical or other agents, that bacteria will not be further developed, or if developed, render this product harmless?

Possibly we may discover that one class of bacteria develops diphtheria; another class scarlet fever; another class typhoid fever. If so, we may need different chemical, or other special agents, for each of these classes.

Naturalists inform us that when certain animals are bitten by poisonous snakes they render the poison harmless by eating certain plants which they instinctively seek out and partake of. If they cannot obtain these, they die; if they do obtain them, they live. Cannot science discover for the sick what instinct has taught to animals?

Probably we may have already some important hints in this direction. For instance, in 1870, Dr. Wilkes, of England, recommended sulphurous acid as a valuable remedy in typhoid fever, and several

physicians have emphatically testified in its favor. We cannot speak of it from personal use, or from its use by any of our medical friends: but those who have used it have thought that it acted by neutralizing the poison of the disease, and they testify that it both renders the disease mild in its development, and greatly limits its duration.

For nearly twenty years I have principally depended on the tincture of *veratrum viride* in diphtheria. At first I used it to prevent the development of the diphtheritic membrane. The rationale was: all false membranes are the product of inflammation; so, cut short the inflammation by *veratrum*, as an arterial sedative, and thus arrest the further development of the membrane. But, after using this agent in many cases with success, I specially noticed that if I left it off as soon as I had secured arterial sedation, the disease did not again return. If the disease-poison be in the blood why does it not act and redevelop the disease? If all the work of *veratrum* be arterial sedation, why does not the inflammation return when *veratrum* is omitted? I could only account for this upon the supposition that *veratrum* must antidote the blood-poison of the disease, in every case of diphtheria since I have used *veratrum*, and it has been so entirely successful that I have rarely used any other internal remedy in diphtheria. And those physicians who have graduated from the colleges in which I have taught, and who have used *veratrum* in this disease, have come to the same conclusion as to its efficacy.

The sulphite of soda, salicylic acid and other remedies are agents familiar to your minds, frequently exhibited to antidote zymosis. What a crowning glory to eclecticicism it would be if we could discover one or more antizymotic remedies which would arrest measles and scarlet fever, as we now cut short other fevers and inflammations! Most of us have cured chronic diseases of the skin, and rheumatism, and we have permanently removed and cured some classes of tumors, by such blood-purifying agents as *podophyllin* and *iris versicolor* and *phytolacca decandria*. Is it too much to hope that those who follow us, in the next centennial, will have learned to neutralize, with entire success, the blood-poisons of scarlet fever and measles, and rheumatism, and scrofula? One hundred years ago two-thirds of all the faces of the young ladies in any Sabbath congregation in England were pitted with small-pox. How few such countenances among the young ladies of England or of this country to-day? What vaccination has done as a prophylactic, to prevent small-pox, may not our successors do to prevent, or quickly cure, all the blood-poison diseases, both acute and chronic?

Therapeutics and Surgery.

Another field of improvement, open to our ambition and our humanity, is that of therapeutics — the agents and principles of cure. As before intimated, we have done an immense work in this direction. but this is *the* science which is most deficient among all the medical sciences.

Homœopathy is devoting large attention to these studies, and allopathy is doing a good service, mostly through pharmaceutical chem-

stry, in adding to our remedies. But surgery is the field of medicine in which allopathists are now principally devoting themselves. Their journals, American and foreign, are being largely occupied with surgery; and their published volumes of "Transactions," both State and national, denote this. For instance, in the last volume of the Transactions of the New York State Medical Society, there are some twenty-nine "communications;" but all of these, except seven, are devoted to surgery. There is no extended article on the medical treatment of a single disease; and the physician who carefully reads the volume will scarcely find one important suggestion of treatment, for any disease, acute or chronic. On the contrary, the surgical contributions, both pathological and operative, indicate much originality, good logic and success. Eclectics are writing but few works on surgery.

In this extensive study of therapeutics we must learn what remedies do not do as well as what they do. Many cases of disease are cured in their own natural development, uninfluenced by medicine. But the physician prescribes; there is a cure; and too often he ascribes the cure to his remedy. It is just here, we think, that those often mistake who ascribe great power to very diluted remedies.

We must study the comparative efficacy of different remedies. Let us suppose that there are a hundred approved remedies in each class — that there are, for instance, one hundred astringents, and all of some value. If we study them well we can probably select ten which will be so efficient, and so specially adapted to the cases in which astringents are indicated, that we shall do far better to select the ten from the list and dismiss the ninety. Just so with the medicines of each of the other classes. We must devote more attention to the relative positiveness of the action of remedies. I have suggested to students, as they used a remedy in practice, to assign to it, in their minds, according to its action, its degree of certainty in a scale of five. The action of our remedy we may place in this scale of certainty as a positive remedy; a second as probable; a third as positive; a fourth as practical; a fifth as pre-eminent. Find out, by repeated trials, where, in this scale, any given remedy belongs, and adopt or reject it accordingly.

PALATABLE MEDICINES.

The civilization of medicine also demands far more attention to the study of palatable remedies. Many eclectics, and most allopathists, are here greatly in fault, and are limiting their reputation with the public. Nearly all remedies can be made pleasant by flavoring them, or otherwise concealing their taste; or, we can substitute other remedies which are both palatable and efficacious. Many medicines are thrown away because they are unpleasant, and many physicians are dismissed because they give them. This can be almost entirely remedied. For example: In a recent volume of Clinical Lectures, by that accomplished physician and logical thinker, Prof. N. S. Davis, of Chicago, there are about 110 prescriptions; nearly all of them must, as we may judge by the ingredients, be quite unpleasant; nearly all

of them might be made palatable. The unfaithful exhibition of unpleasant remedies, and the practice of writing prescriptions so that our patients know, and discuss and criticise what they take, do more to limit the practice of physicians, and to render them unpopular, than any other causes.

WOMEN FOR PHARMACISTS.

Would it not be far better for us, for the most part, to prepare our own remedies ; or, if our duties are so pressing, to secure an assistant, educated in pharmacy, to prepare them ?

Here, allow me to suggest, is a new field of labor for educated ladies. To such persons how much less laborious and how much more agreeable this occupation than to enter into the rivalries and exposure and fatigue of the general practitioner ? A thorough school of pharmacy for ladies, with full instruction in chemistry, botany, and the practical compounding of prescriptions, would secure to ladies a valuable employment, and be of the greatest service to the profession.

WHAT GROUND HAS BEEN WON.

In closing, allow me to congratulate the members of this National Eclectic Association on what has been accomplished in that third of a century since we have been recognized as a distinct class of physicians. We have had, past and present, at least 10,000 practitioners ; we have published, probably, 100 works on therapeutics and materia medica and medical practice ; we have now some ten medical periodicals, and half a dozen or more colleges ; eighteen State Societies have been incorporated by law, with the same rights and privileges as are enjoyed by the homœopathic and allopathic societies.

THE CODE OF ETHICS.

We have gained such hold upon the public mind that those who established their proscriptive code of ethics, in 1847, are now, for the first time, agitating the repeal of some of its worst features. The president of the American Medical Association, Dr. J. Marion Sims, in his annual address before that body, in Philadelphia, June sixth, criticises the code of ethics with much justness and point. He says : "It compels men to do dishonorable things to promote an honest action." He criticises it also because it deprives physicians and surgeons of the right to obtain patents on their own valuable inventions ; because it forbids the use of medicines whose chemical and therapeutic properties are well known, simply because they are patented — medicines so familiar to the profession as Henry's magnesia, or McMunn's elixir, a chlorodyne, and because that code even prevents physicians from engaging in providing bovine virus to other physicians.

Dr. Sims' advice amounts, practically, to letting the code alone, but letting it die. He says : "Here common sense and common interests have silently, almost imperceptibly, established a higher law that overrides the code and leaves it inert." He further says : "I do not

ask you to appoint a committee on the code. Let it stand as it is. Honorable men do not need its protection. Dishonest men are not influenced by its edicts. We must educate the profession up to a recognition of a higher law, the unwritten code regulating intercourse between gentlemen. This is the code that governs in England and France. The man that violates it is, by common consent, dropped out, ignored, and allowed to vegetate in isolation."

Such liberality as this is attractive to every man of culture, and especially to those who, like the eclectic profession of America, have taken their position, not for the sake of contention, but for the sake of improved, independent medicine.

Perhaps the allopathists will soon repeal that part of their code which has denied, through a third of a century, that any man who disagrees with their depleting therapeutics is a physician, though he may have studied with an allopathic physician, and graduated from an allopathic college. Apply this rule to any other profession: Suppose, for instance, that a Presbyterian clergyman should be required, by a code of clerical ethics, to consider and speak of and treat a Methodist clergyman as not being a clergyman at all because he was not a Presbyterian; or suppose that an Episcopalian clergyman should consider a Congregationalist clergyman as not a clergyman, and ostracise and refuse to acknowledge him, and should decline to jointly officiate with him to solemnize a marriage or to bury the dead? The public would justly look upon such a man as a bigoted monster, an outlaw against all courtesy and all christianity.

THE AMERICAN ECLECTICS.

Against all obstacles of public disbelief, and professional ostracism, the eclectics of the United States have developed all its thousands of practitioners; carried its beneficent remedies into millions of homes; secured its State and national organizations, its hundreds of county societies, its colleges and its journals, and the approbation and patronage of an intelligent public; established a most remarkable uniformity of practice among its physicians in all sections of the country, without any designed concert of action; and, above all, originated a treatment so successful that it must attract the admiration alike of the scientists who examines its logic, and the patient who is cured by its efficacy.

And here, in the capital city of our nation, named for him whose name is to us above every other human name, and where have been developed into constitution and law those great principles which make us the most intelligent, the happiest and the freest people on the earth, on this seventh anniversary of this association, and upon the opening morn of a new century of our country, we dedicate ourselves afresh to the cause of rational, inductive, independent and successful medicine.

THE LAST HALF CENTURY.

BY ROBERT S. NEWTON, M. D.

The last half-century has been marked by the most wonderful discoveries in art and science ever known to the world. Notwithstanding all that has been asserted concerning the lost arts of antiquity, no Egyptian hieroglyphic, no Babylonian or Assyrian tablet, or Grecian or Roman legend, reveals the faintest trace, or conveys the remotest hint of the art-wonders that characterize the present age. The same may be said in regard to the great reforms of the present time. Among all the magnificent ruins of the Old World no inscription can be found, nor the slightest vestige of information concerning any, that it was a house of mercy. No hospitals existed for the sick, nor asylums for the deaf, the dumb, the blind, the insane and the intemperate. There were prisons, and manacles, and chains, and instruments of torture, and armories filled with weapons to wound and slay, but among all the temples and palaces, nowhere could be found a sanitarium.

It was reserved for Christianity, whose Author "came not to destroy men's lives, but to save them," to care for the "poor, and maimed, and halt, and dumb, and blind;" and to these latter times to establish those reforms and benevolent institutions which have resulted in such incalculable good to mankind.

Among the enterprises of the last half-century, not the least, by any means, is the reform of medical practice. This reform seems to have assumed almost as many phases as there are sects in christendom, yet it may be said that, like those sects, they all seem to be aiming for one great end.

THE ECLECTIC PRACTICE.

Among these sects or divisions of the medical army is the one to which we have the honor to belong, and which bears the significant name of eclecticism. The very name commends itself to all who are in quest of truth, and are governed by the apostolic maxim: "Prove all things, hold fast to that which is good." Much has been said and written by scientists about natural selection — "the survival of the fittest," — and however unwilling we might be to adopt the philosophy of evolution as pertaining to natural organisms, we can no more discard the general principle of natural selection than we can reject the theory of definite proportions in chemistry. The eclectic principle is founded in the constitution and course of nature, and whoever adopts it, in science or art, is destined ultimately to triumph.

Especially is this true when applied to medicine. The widest possible field is opened to the eclectic. He surveys the whole field of *materia medica* and makes his selection. There is no solid, no fluid, or gas, of healing and virtue, in all the world of matter, that is forbidden him to touch or appropriate. Eclecticism has no Procrustean bed of iron on which to place its followers. If the practitioner rejects a substance it is not because the

school to which he belongs has proscribed it, but because he regards it as deleterious and therefore objectionable as a curative agent. Whatever has been weighed in the balance of experimental demonstration, and found wanting, he casts away. In like manner he explores the various theories of therapeutics, and chooses those which appear to be in accordance with a rational philosophy and common sense. No matter how high the authority, he boldly and almost audaciously canvasses every doctrine of pathology, hygiene and treatment of the sick.

CONTRAST OF THE OLD BIGOTRY.

He who will sacrifice his reason and common sense, and what is worse, sacrifice the lives of his patients, by a stolid adherence to what is called a "regular" practice, is, in no proper sense, a practitioner of the healing art, and is unworthy of the name of physician. That his patients die under the regular treatment may satisfy his conscience, assuage the grief of their friends, secure the support of his professional associates, and so protect the practitioner from the charge of malpractice.

One of Cooper's novels depicts a certain surgeon of the army of the revolution complaining bitterly of an officer who, in conflict with the enemy, "did not cut scientifically." Had he, with every blow of his saber, cut clean through the joints and severed the limbs, even to the smiting off the heads of the enemy, it would have been regarded as all right, and good military surgery; but such horrid mangling as he made of it was unendurable. So, when the patient dies under "regular" scientific treatment, a certificate from the practitioner is all that is required, and "not a dog dares to move his tongue."

EPIDEMICS LESS MORTAL WITH ECLECTICS.

A terrific illustration of this killing practice, baptized and made sacred by the designation of "regular," is furnished in the treatment of the cholera. That dreadful pestilence first appeared in this country in 1832, and slew its thousands. It was designated by the "regular" physicians of the old school of practice the *opprobrium medicorum*. The Boston Medical and Surgical Journal declared, unequivocally, that "the faculty did not understand the nature of the disease." Indeed, during the several epidemics when the cholera was treated by the "regulars," nearly, if not quite, one-half of the patients died; and it is also an undeniable fact that where the patients were treated by eclectic physicians, the mortality was trifling. In Cincinnati alone, in 1849, out of 1,803 cases treated by eclectics, there were only sixty-five deaths — not five per cent, while under the treatment of the self-styled "regular physicians," upward of forty per cent fell victims. The same results are witnessed in other diseases, particularly yellow-fever, small-pox, scarlatina, pneumonia, typhoid and other fevers, not to mention the diseases which they vehemently and imperiously assert to be incurable, denouncing those who suggest otherwise: cancer, hydrophobia and tetanus. In the hands of a skillful eclectic all these diseases yield, as a general thing, to treatment; but the mortality is frightful under the old practice.

Eclecticism has received no favors, certainly, not even the charity of common candor. It has been obstinately and bitterly opposed from the beginning. All the forces of the old school and its tremendous influence have been ruthlessly and unscrupulously employed to destroy this infant Hercules in the cradle and to place it under the ban of public opinion. Legal enactments shut out the eclectic from every field of public employment, as if he had not the common rights of a citizen; priest and barrister were called upon to add their anathemas to expell him from credit as an expert in courts of justice as well as in society and in the church; but eclecticism has survived.

By the test which other schools of medicine must be tried, we are willing to be tested. Yet a comparison can be easily instituted between eclecticism and the old, self-styled "regular" school of practice in regard to the results of their different modes of treatment of diseases. It can be made in any of our cities, and the results may be ascertained by the bills of mortality. They would be shown more clearly if the comparison should be made during the prevalence of an epidemic. In the case of scarlet fever, in its malignant form, when treated in the "regular" mode, but few recover. The old school practitioners lose a fourth, and often a half of their patients, while the eclectic would consider himself unsuccessful if he lost two per cent. A distinguished practitioner declares his judgment that of those cases which come under eclectic practice, one in fifty is an extraordinarily high estimate of its mortality. Puerperal fever, which, under old school treatment, is attended with a terrible mortality, in the hands of a skillful eclectic, rarely ever proves fatal.

"INCURABLE DISEASES" CURED BY ECLECTICS.

Among the diseases declared to be incurable, of which those of a cancerous nature head the list, it can be said that the eclectic practice is triumphantly successful, and that without the use of the knife. A grand specific, the application of which in all cases of cancer and mortification is an eclectic discovery, in the hands of an eclectic physician has effected the most wonderful cures.

Hydrophobia, it has been known by eclectics for the last forty years, can be cured by the use of certain simple remedies and appliances, yet physicians of the old school do not acknowledge or adopt the treatment. Sir Thomas Watson, of London, has authoratively declared that "neither art or nature has ever cured a patient attacked by hydrophobia." The most that has been attempted, therefore, has been to mitigate the sufferings of the patient by the administration of anodynes. It was the practice in England, not many years ago, to kill the patient as if he was a mad dog. Even now a physician will survey his patient writhing and howling in all the horrors of this dreadful malady, and refuse to relieve him by a treatment not adopted by the profession, or "laid down in the books." Thus many lives are sacrificed to this Moloch of old-school practice.

ACHIEVEMENTS OF ECLECTICS IN SURGERY.

The progress made by eclectics in surgery, if not in advance of other collateral branches of medical science, is at least abreast with them. They have saved many a limb, and life too, that the remorseless knife had consigned to another fate. It may be said for the method of surgery practiced by the old school, that the rules are excellent. But I insist there is another form of practice which is infinitely superior. Instead of all the care about large openings, dividing membranous and tendinous structures, preserving dependent orifices, or making counter-openings for the exit of morbid and purulent matter, a higher skill is manifested in preventing their formation, and thus rendering these torturous measures unnecessary. The powers of the bandage are so obvious, so simple and so successful in all these cases, superlatively beyond all other means in their results, that we are at a loss to imagine how any other rules than those which belong to the proper application of the simple roller, can by any possibility find approval in the mind of the surgeon. The most formidable injuries to joints, tendons, and muscles, comminuted, compound and simple fractures, invariably yield to the influence of the bandage. Yet many of these must, under the old treatment, have had a serious termination.

Under the influence of the roller severe gun-shot wounds have assumed the aspect of ordinary incisions, and heal kindly in a space of time usually required for the sloughing process to complete itself. All the incident evils, such as sloughing, immoderate flow of pus, fistulous formations, long-continued illness and confinement, are done away with. The noxious and abominable lotions, salves and ointments leprous with mercury, arsenic, antimony, and lead, have been laid entirely aside by the genuine eclectic; and we have also endeavored, with greater or less success, to dispense with the cumbrous scientific apparel which served to embarrass rather than facilitate our purpose. The true surgeon does not make or seek to make himself celebrated by the display of costly instruments, and other paraphernalia for maiming and torturing the human body; but, instead, labors in the most quiet, simple but yet effectual manner to protect and save his patient from mutilation.

In the treatment of fractures and dislocations, no surgical appliances can equal the dry bandage; a single dressing often proving sufficient without changing until all appliances are unnecessary. Those who use the wet bandage are often annoyed and embarrassed by the necessity of frequent changing to avoid blistering and suppuration.

The ligature has been successfully substituted for the knife in the treatment of fistula and hemorrhoidal affections.

SIR JAMES Y. SIMPSON'S GOLDEN VISION.

Sir James Y. Simpson anticipated a period when the practitioner would look upon the cure of some diseases as simply a series of chemical problems and formulas; when all calculi, necrosed bones, etc., should be melted down chemically, and not removed by surgical operation; when bleeding in amputations and other wounds, would

be stopped not by septic ligatures or needles, but by the simple application of hæmastatic gases or washes, and thus healing the few wounds required in surgery by the first intention.

PLASTIC SURGERY.

Nothing, indeed, is too wonderful to expect in this age. We were startled, not a little the other day, by seeing an announcement in a New York paper, of the marvellous progress made by Lesser, of Griefswald and Debrenil, in plastic surgery. Especially worthy of note are the wonders wrought by Dieffenbach, of Berlin, who discovered the art of restoring lost noses and other organs, and making them almost as good as new. Always on the lookout for a subject, he once noticed a lady in society who wore a high muffled collar around her neck evidently to hide a deformity. Requesting a private interview, he saw what was supposed to be a hopeless case; obtained her consent for an operation, and in a few weeks she graced the same circle with a neck as beautiful as that of any lady there. This wonderful operation came to the ears of a Polish countess, whose head was little more than a skeleton skull, the fleshy part having been almost entirely eaten away by scrofula. He first produced for her a nose and forehead, then cheeks, palate and lips, and even eye-lids. She was soon enabled to appear in society again, a new, if not a handsomer woman. Nose-making or *rhinoplasty*, became the rage, and Dieffenbach restored a multitude of those lost ornaments.

It was regarded as a principle of this art, that parts to be transplanted for the restoring of defective organs should not be totally separated from the original attachment. A little branchlet of skin, it was supposed, must be preserved in order to keep up the stream of nourishment and nervous energy. But Reverdin, of the French Academy, demonstrated that this is not necessary. He took pieces of skin from distant parts of the body, and even from the bodies of other persons, and placed them on open wounds and sores, where they soon became attached and constituted a part of the body.

This new art, it is said, is daily employed with success in the hospitals of Paris. The surgeon, with a pair of pincers, seizes a little fold of loose, healthy skin, cuts it off, so that the vascular parts are laid bare, and transfers it thence to the defective spot. It is then fastened down with strips of adhesive plaster. In about twelve hours the currents of blood begin to commingle, and in twenty-four hours the transplanted part has become a portion of the organism at its new habitat. In another twenty-four hours the outlines of the inlaid section begin to throw out shoots in order to form a seam-connection with the surrounding parts. In this way defective surfaces, of large extent, can be covered by several small sections of skin, which will soon join by shoots and fully cover the diseased surface.

MARVELS OF DERMIC SURGERY.

Ulcers on the legs, of considerable size and of years' standing, have likewise been cured by this method in a few months. Skin has been cut from amputated limbs, and Nussbaum actually used pieces taken

from a corpse. Sections from a negro have been engrafted on the flesh of a white man. The place not only soon healed, but the pieces so obtained gradually lost their dark color.

Debrenil has surpassed even this. He made two sections from the back of a Guinea pig and placed one on the foot and the other on the cheek of an old woman. In a very little time they adhered fast, and afterward the external hair and skin gradually peeled off and left a clean, smooth, healthy surface.

PLASTIC SURGERY FOR THE EYES.

Several years ago an oculist undertook to correct the opacity of the cornea, by which the sight was totally intercepted. He removed it, and inserted that of an animal. This experiment upon the human subject was not successful. He was able, however, to transplant the cornea of one rabbit to that of another, and also into that of a cat. These experimenters are sanguine that they will yet be able to make men see through the eyes of animals, when their own fail.

TRANSFUSION OF BLOOD.

Allied to these triumphs is that of the transfusion of blood. This is now done with success in Paris, and in several German cities. But it does not seem possible to mix, successfully, the blood of animals and men. Even the blood of different species of animals may not be intermingled. A pigeon was killed instantly by the infusion of the blood of mammalia, and fish blood is poisonous to other species. This is thought to depend partly on temperature, but mostly on the differences of atomic formation of the blood in different animals. The molecules of human blood are nearly round; those of the ox, less so; and those of the sheep, still less. In several instances life has been prolonged, several hours at least, by transfusion, and sometimes the patients have been entirely cured. In one case the blood of the sick person was drawn off from one arm and healthy blood was infused into it from another.

PHYSIOLOGY, MICROSCOPY, ETC.

What has been said of surgery may be said of practical medicine. Chemistry has enabled us to understand more thoroughly the processes of nutrition, respiration, calorification, secretion and excretion, the aid it has rendered to forensic medicine in medico-legal practice in detecting poison in the human system, and deciding as to causes of death by suicide and otherwise, are not among the least of its benefits.

The great attention which has been bestowed on microscopy, by which the mode of development of the germ, the organization and growth of the different tissues, the process of repair, also inflammation, and other morbid processes, have been investigated. Experience and great caution are requisite in interpreting the phenomena revealed by the microscope; when directed by skillful hands its revelations are of the most useful character. Besides its great value to the physician, no one can hope to succeed in the study of natural

history who is not accomplished in the use of the microscope. We may also enumerate, among the modern achievements, the progress made in experimental physiology, aided by chemistry and microscopy; the increased attention paid to comparative anatomy, and the study of morbid anatomy not only in relation to the symptoms of disease during life, but to the various degrees of morbid developments, and the relations they bear to each other; the more perfect methods of investigating disease by which its diagnosis has become more certain — the modes it discovered by pharmaceutical chemists of evolving the active principles of various drugs, enabling us to reduce the quantity, increasing the quality, thereby rendering them more convenient and less objectionable, and the practitioner less repulsive on that account.

Materia medica has been successful by the introduction of numerous medicinal agents, and by their aid many diseases which were heretofore difficult of successful treatment, have been rendered more tractable. By the employment of anæsthetics an incalculable amount of suffering has been prevented and relieved. But time would fail to recount the improvements made, and now in progress, in every department of the healing art.

VITAL IMPORTANCE OF LIBERAL LEARNING.

He who enters upon the practice of medicine with a mere smattering of scientific knowledge, and a bare acquaintance with eclectic principles and methods, deserves not the name of *eclectic*, and should not be allowed to wear its livery. The great aim of eclecticicism is to lay the deepest and broadest foundations of medical education. A broad and liberal culture is indispensable; our medical colleges may be munificently endowed; our libraries may be filled with the choicest works on medical and general literature; our lecturers may be profoundly gifted and qualified; we may have access to all the hospitals; our legislatures may favor us with the most liberal enactments; we may have the most extensive patronage; but without study, patient and protracted — unless our students, during the period of preparation, consent to “live like hermits and work like horses,” we may hope only in vain that they will succeed as practitioners, or materially advance the cause of eclecticicism. Better, infinitely, that our halls and lecture-rooms should be empty than that they should be filled with the uneducated and undisciplined.

A distinguished ecclesiastic said, in reference to ordination to the ministry: “Lay no hands on skulls that cannot think and will not learn.” We would say: “Give no diploma to any one, no matter how many courses of lectures he may have attended, if he is not qualified, by a solid education of the varied duties and obligations which devolve upon the profession.” A liberal education is, at best, but a mere foundation for a professional education, and no student should be allowed to matriculate who has not at least an equivalent of such learning. Eclecticicism can maintain the prestige of its name only by thorough culture. Its individuality, its power, depend vitally on the intellectual status of its followers. Without such representatives the

eclectic school of medicine will be absorbed by the other schools, as its remedies and modes of treatment have been already, and so it will be numbered with the things of the past. But a strict adherence to the enlightened policy here recommended will not only avert that fate but it will establish eclectic principles as the platform upon which all medical schools and parties may unite. Christians have prayed for the millenium when the watchman on the walls of Zion shall see eye to eye, and universal peace prevail. Is it too much to expect a similar medical millenium? Physicians are — in theory, at least — the guardians of the health of their patients. “The whole need not a physician.” Benevolence should prompt them to preserve as well as restore health. Families should be instructed in the principles of hygiene so that they may remove all causes of disease and observe such sanitary rules as are really promotive of health. The admonitory voice of the profession should be uttered, aye, thundered, against certain fashions in dress, destructive alike to health and morals, and as offensive to a correct taste as they are deleterious. What is immoral is always destructive to health. We denounce and shudder at the torture required by the Chinese fashion of crushing the feet into small wooden shoes. Yet cruel as this torture is, it, perhaps, does not affect the health and morals of the celestials as do some of our fashions. Many of our fashionable ladies are sickly; many of them prematurely die. Low-necked dresses, compressed waists, wafer-slippers, nights of dissipation, with the exposure incident thereto, are prolific causes of disease, and fill our cemeteries with the graves of victims, self-immolated, crushed under the murderous wheels of the juggernaut of fashion. Our Christian ladies bow the neck and knee to the *demi-monde* of a corrupt and Godless city.

FEEs.

The physician should give his advice to the families under his care in whatever pertains to health, and it is their duty to render him a fee for that information. The lawyer expects a fee for his advice, although health and life are not concerned, but only a material interest of comparatively little value. Would it not be better for physician and patient both, if the practice, said to be pursued by the Emperor of China, was adopted — if the former should be employed by the year? In that case, no matter how many visits he might pay, his visits would not be regarded suspiciously as unnecessarily running up his bill.

Health should be insured as property and life are insured; and we have heard of an organization in Paris for insuring moral character. If the policy we have mentioned should be adopted it would be the interest of the physician that his patient should be well and not sick. As it is nothing but motives of pure benevolence can prompt such a sentiment.

SOCIAL CRIMES AND VICES.

Another subject I feel constrained to notice. It is a matter which seems to us to be culpably overlooked and passed over by the practi-

tioner. I allude to the too prevalent crimes — for crimes they are of great turpitude — of onanism, pre-natal infanticide, and abortion, a trinity of vices of prodigious proportions. If the self-styled “regular physicians” connive at these crimes, or what is worse, become *particeps criminis* in the commission of the latter two, let those who claim to be reformers lift up their voice. The fact is the public conscience needs educating on these subjects. These are sins against nature and health, as well as against God. We do not impute to our old-school neighbors the charge of connivance at these sins. There are honorable exceptions. Some of them, in this respect, are above reproach. They would no sooner think of countenancing such vices than they would of becoming professional abortionists, and advertising as such. And here we would remark that those papers which publish such advertisements, however cautiously worded, though paid for at the rate of a \$1,000 a line, are so far sunk and beyond the reach of public decency, that a ray of light would not reach them in a thousand years.

These vices invade the very sanctuary of Christianity. A distinguished professor of an old school college in one of our large cities, and himself a member of an “evangelical” church, in good standing, made the following astounding declaration: “There are members of the regular profession in this city, of high standing, whose hands are bloody with the guilt of the crime of abortion, and abortion is committed by the wives of respectable citizens who are taught to do so by their family physicians.” He further stated that he did not wish to confine his statement to the city, but would include the country at large. When we take into the account the fact that the pulpit is silent in regard to these sins, astonishment increases. One would think that they who are commanded of God to cry aloud and spare not, to “lift up their voice like a trumpet, to show His people their transgressions and the house of Israel their sins,” could not be so faithless and so false to their high commission as to omit entirely any notice of these crying evils. There is one note in the gamut of the law which they never sound. It is wanting in the full, round, grand diapason. Learnedly and eloquently they discuss and enforce the commands prohibiting unfashionable sins, such as idolatry, image-worship, profaning the name of the Lord, Sabbath-desecration, irreverence to superiors, murders, theft, perjury and covetousness. But licentiousness and child-murder go unreproved. If these sins are treated upon at all by the clergy it is done esoterically. You may find them in the larger catechism, and in systems of theology, but not in the homiletics. The medical profession seems to be required to supply this great omission of the church. Why, we ask, should it be thought more indelicate to expose and denounce the sins of licentiousness than those of intemperance, gluttony, fraud, speculation, etc.?

The work of unearthing frauds in the political world has begun. Why should the conservators of public morals be behind-hand in laying bare the sins of the Christian world? What we have said of the church and the pulpit will apply, with equal force and appropriate-

ness, to the institutions of education. Instead of being, as many of them are, hot-beds of vice, they should be fountains of purity. The principles of Bible morality should be thoroughly inculcated in all our common schools, seminaries and colleges.

Medical practitioners have not all been dullards or laggards. Among the chief benefactors of our race may be ranked the physicians. Howard, whose name is a synonym of benevolence, was a physician. He not only spent his life and his large fortune in combating diseases in their most malignant forms, but fell a martyr to his noble enthusiasm. In times of dreadful epidemics, who stands so heroically in the breach and breasts the pestilential storm as the physician? The members of the other professions flee from the deadly peril. But the physician leaves not his post. It is his to stand his ground to the last. His profession makes him brave.

When Napoleon was crossing the Alps he asked his chief of engineers, who had made a reconnoissance of the dangerous passes, whether the route was practicable. "Barely possible," was the prompt reply. "Forward! march!" was heard along the lines, and battalion after battalion followed their intrepid leader up the dangerous heights. He was not governed by the experience of the past, nor discouraged by circumstances. If he could not create circumstances, which he often seemed to do, he commanded them. So the true reformer looks difficulties calmly in the face. However formidable they may appear, he surmounts them like the eagle wheeling his flight:

"With his wing on the wind and his eye on the sun,
He swerves not a hair, but bears onward, right on."

NEW YORK, *June*, 1876.

PROGRESS OF A CENTURY.

WHAT HAS BEEN ACHIEVED IN ONE HUNDRED YEARS IN THE
THEORY AND PRACTICE OF MEDICINE.

BY J. R. BORLAND, M. D.

The present year terminates a century of American history, and marks the close of a period, during which civil and religious liberty, the arts and sciences, including that of medicine, have made more rapid progress than the world ever knew in any of the centuries preceding. The traveler, in his journey, pauses to ascertain the progress made, by going mentally back to the starting-point and reviewing his course in all its windings and incidents. He computes the elements, ascertains the distance traveled over, and his nearness to his place of destination. The mariner on the ocean takes his observations to ascertain his position as to latitude, longitude, distance from land, &c. He uses the quadrant, sextant, compass, chronometer, and the log-book; and by computing the sum of the differences in the zig-zag course caused by diverse winds, currents and counter-currents,

and comparing it with the results obtained, together with his previous knowledge of the ocean in which he is sailing, he finds his true place, the distance from the place of departure, and his nearness to the desired haven. Many elements enter into his calculation, but time is the most important of them all. Likewise, we who desire to ascertain the progress of medicine must go back to the point from which we date our departure, find the status of medicine at that time; trace its course over the ocean of opinion, now in this direction, now in that, as one theory or another blew upon it, till we come to the point of time where we now find ourselves; pause, compare the changes, ascertain the progress made, note the results and take our reckoning. Although difficult to ascertain just when and how theories originated and were introduced, how they became embodied into opinions and were expressed in practice, modified by other views or became obsolete, a brief review of their history would be interesting to the medical antiquarian and to ourselves as relics of the past. But they are of little utility to the active physician of this fast age, whose greatest interest lies in the present and immediate future. Therefore I shall only allude to a few of the more important ones, which, in their origin, antedated the declaration of independence, and prevailed at that time over Europe and this country.

In order to ascertain in what its progress consists, we must find the status of the theory and practice of medicine a century ago; for which we must resort to cotemporaneous history, as expressed by the standard medical works, and the best teachers of that period.

Pardon me, if, owing to the magnitude of the subject, I confine myself mainly to our own country, the medical lore of which came from Europe.

We will consider the status of medicine in our country at that time, the elements of progress, the various systems of practice, and how they contributed to progress, the results, the lesson to be learned, and the future outlook.

THE STATUS OF MEDICINE A CENTURY AGO.

We may take it for granted that the physicians who flourished in our country anterior to and at the time of the declaration of independence, being Europeans, or their immediate descendants, were, as a rule, imbued with the theories prevalent in Europe.

They were acquainted with the doctrines of Paracelsus, promulgated two centuries before; the theory of the circulation of the blood, enunciated by the immortal Harvey a century and a half before, with the doctrines of Stahl and Hoffman, of Boerhaave and Brown, and practiced as they were influenced by them. Some believed in the doctrine of humoral pathology, others in the *vis medicatrix naturæ*, and the expectant treatment built thereon. The doctrine of sthenic and asthenic conditions was generally received; and upon this hinged the theory that inflammation was a condition of increased action and demanded blood-letting, which was usually carried out with frequent disastrous results to health and life.

Hence we find that the learning, the theory and practice of the pro-

cession, previous to the revolution, came from Europe; and that European ideas in medicine, as in religion and politics, were transplanted to American soil. They have had their influence upon our policy and progress. The theories then prevalent have long since passed through the crucible of American investigation. Some of them have been discarded or become obsolete; others are about to be displaced by more rational ones; while some have stood the test and remain as monuments to their discoverers.

With those early physicians mercury, arsenic, antimony, bleeding and blistering, cathartics, and other depleting and antiphlogistic auxiliaries, were the *sine qua non*. Much fatality and slow recovery were the usual results. This need not surprise us when we note the character and limited number of remedies within their knowledge and at their command, *all of foreign origin*, with which they endeavored to meet and fulfill all the indications of disease. Few of the many means of modern diagnosis, as the stethoscope, speculum, etc., had been invented. The remedies of our own country, growing at their doors, and trodden upon by their feet, were generally unknown.

BEGINNING OF THE AMERICAN SCHOOL OF PRACTICE.

The exposures and privations incident to the rapid settlement of the country, induced many diseases which were readily cured by the indigenous remedies; and the confidence of the people in them led many persons to devote themselves to the cure of diseases through those agents. They were generally illiterate, and knew little about anatomy, physiology, pathology, chemistry or surgery; and although, in many instances, remarkable cures were performed, at other times an amount of ignorance was displayed which was truly lamentable, often proving disastrous to the lives and health of patients. Nevertheless, it is but justice to say, in their behalf, that they were hampered by few of the vicious and illogical theories which were so powerful for mischief in the hands of the so-called "regular physician" of their time. Neither had "much learning made them mad." Hence the people resorted to them, choosing to risk the vortex of Scylla rather than be dashed to pieces upon Charybdis, or take passage in Charon's boat across the Styx.

The inefficiency of the so-called "scientific" treatment, the fatality and slow recoveries attending it, led them to place more and more confidence in the "irregular" treatment, by the employment of native remedies; so that, in many districts, no other class of physicians could secure employment.

The old school physicians were induced to add many of those new remedies to their heretofore limited materia medica, and their success was increased in proportion as they substituted them for the poisonous drugs which were classed "efficient." Some used the new remedies clandestinely, and others more openly; but at the same time it was their usual practice to denounce these medicines and their employment as quackery. It was, and is still, the habit of old school physicians to vilify reformed practitioners as quacks, and at the same time seek to filch away their knowledge. Indeed, old school pharmacists

and doctors are making no new discoveries in medicine, but only plagiarizing those of the eclectics.

MEDICAL INSTRUCTION IN THE LAST GENERATION.

During the early period of the history of our country educational facilities and the means of obtaining a knowledge of the sciences, were extremely limited. Colleges were few and far apart; none had a medical department at the time of the revolution, except the University of Pennsylvania.

There were but two hospitals — the New York hospital, founded under George III, in 1771, and the Pennsylvania hospital in Philadelphia, founded by Franklin and Dr. Rush, about the same time. There were no dispensaries, the first being established in Philadelphia by Dr. Rush, in 1785.

The student usually received his medical education, such as it was, under a preceptor, who was engaged in active practice. He thus acquired practice along with theory; and being so educated he frequently outstripped the college-bred physician.

THE CHANGE FOR FREEDOM.

With our national independence there came a loosening of the bonds of old conventionalities, theories and dogmas, social, political and religious. But medicine shared in these benefits to a limited degree only. The European policy was retained with the peculiar tenacity that characterizes the clinging of a drowning man. But the people were free to choose their medical as well as spiritual advisers. So much was gained, however reluctantly yielded.

THE ELEMENTS OF PROGRESS.

The most important element of progress was *independence* and the spirit engendered by it. This gave freedom from dogmatic domination and proscription, by which the *right of private judgment* became an *individual right*, and expressed itself by investigating the theories, principles and practice which had been blindly adhered to for so long a period.

Public confidence in indigenous remedies continued to increase. The public lost faith in the curative power of mercury and other poisonous minerals, bleeding, blistering, starving, etc. Physicians were compelled, by the popular voice, to desist from their use, and give the sick milder medicines, food and drink. Hence, those practitioners knowing nothing of any but mineral remedies, or becoming disgusted with the results produced by them, placed their patients under that great cloak of ignorance (for I know of no better name), *the expectant treatment*, saying, "If nature holds out the patient may get well." Frequently nature, having no poisonous remedies or harsh measures to contend with, would conquer the disease.

THE TEACHERS.

Benjamin Rush (facetiously called "the old ten in ten," because his usual prescription was "ten grains of calomel and ten grains of jalap"),

and his compeers, however much they contributed to elevate the educational standard of the profession, neglected to investigate the indigenous remedies. Hence their employment was carried on only by so-called "irregular" practitioners, who took special pride in being able to treat diseases successfully by their use. Frequently, after old school practitioners, with their boasted scientific attainments, had abandoned the patient to die or get well by the unaided efforts of nature, the "irregular" would cure him by the use of vegetable remedies.

SAMUEL THOMSON AND HIS FOLLOWERS.

Then came Samuel Thomson, who, in 1810, "upset things" with belladonna, pepper and steam. He stole a march on the profession by securing a patent for his mode of practice; and every man, who chose, became a *patent steam doctor*.

Although his method was crude there were good ideas connected with it. He endeavored to "keep up the strength" of his patients by stimulants, tonics and nourishing diet, with plenty of pure air. It proved itself better than the "regular practice," and the people, desiring a change even at the risk of one for the worse, patronized it extensively. Its promulgation by zealous advocates elicited a spirit of inquiry and rivalry which was the harbinger of better things.

Morton Howard subsequently wrote a work, which was a great improvement upon Thomson's, adopting many new remedies and contributing to more correct views of therapeutics.

In the meantime many old school practitioners found it necessary "to trim their sails to the popular breeze," in order to retain their patronage by being able to say, "I use vegetable remedies. I seldom employ calomel or blue pill, as we are finding better remedies by which we can dispense with them, *except in certain difficult cases*." In this manner were the people hoodwinked by a lie till a *sore mouth* or *rotting bones* revealed the deception.

HOMŒOPATHY.

In 1825 homœopathy was introduced into this country. The system and its advocates were treated with ridicule and the most abusive contempt by the old school. In 1830 its practitioners numbered six; in 1835, fifty-seven; and at the present there are in this country over 2000. Homœopathy opened up a new field for thought and therapeutic investigation. Being at variance with preconceived ideas and the prevailing practice, it met with much bitter denunciation, which only seemed to stimulate its growth and place it in higher favor with the people. Permit me to remark that the gentlemanly demeanor of its practitioners, under all circumstances, was its chief element of success in securing patronage.

ORGANIZATION OF THE ECLECTIC SCHOOL.

The independent practitioners had been, all this time, without organization, or any efficient plan of co-operation. There were a goodly number, and were generally ostracised for using botanic and milder remedies in the treatment of disease. It is gross calumny to denomin-

ate these men "irregular." Many of them were as thoroughly educated as their maligners. Like the Thomsonian, botanic and other reformed practitioners, they had been diligent to acquire a thorough knowledge of the indigenous remedies, and had achieved the most gratifying success. But they were without any defined organization, settled policy, or co-operation, except in combatting the false theories and practice of Old Physic, which they did with a vigor and devotion worthy of the cause. Nor were the scattered and isolated elements of medical knowledge possessed by so many, collected and arranged, by any of the writers so as to constitute a system of practice. Materials were in abundance, but there was no one to compile and systematize them.

There came one who was eminently qualified for this work. That man was Wooster Beach. Having made himself master of all the knowledge then available in the botanic practice, he came to New York, where he graduated in a "regular" school, and in 1827 he, with some friends, established an infirmary for the purpose of more extensively testing the American practice. His extraordinary success in the treatment of over 2,000 cases in one year, attracted the attention of many of the leading minds of that time. His great hope was, the reformation of the "regular practice," not the establishment of a distinct school. Hence he called it the American reformed practice.

But the coldness with which the profession received it induced him to turn his efforts in another direction. He perceived that the way to reform the practice of medicine lay not with physicians. He must instruct the people. He accordingly published his "Family Physician," which had a large sale, and with those works intended for the profession, contributed an influence upon American medicine which can never be estimated.

In 1829 an amendment to the charter of the Worthington Literary Institute was obtained from the Legislature of Ohio, establishing a medical department in connection therewith, for the purpose of studying the medical resources of our country, in addition to the ordinary curriculum usually pursued in medical colleges. The first systematic course of lectures in this institution was held in the winter and spring of 1830. The medical faculty was composed of gentlemen of the first order of talent, all of them graduates of "regular" colleges. The teaching embraced all the branches usually pursued in medical colleges, to wit: anatomy, physiology, pathology, surgery, theory and practice of medicine, obstetrics and diseases of women and children, materia medica, pharmacy and chemistry; and in addition, a full knowledge, so far as known, of the curative powers of indigenous remedies.

Hence they applied to their teaching and school, the term eclectic, which means "to choose, to select."*

Thus the American eclectic practice arose from small beginnings and from many sources; some of them empirical or experimental, as must always be the case in the development of new ideas.

* W. Paine, M. D. : Rise and Progress of the Eclectic Practice.

THE WORTHINGTON COLLEGE BROKEN UP BY A MOB.

The great prosperity of the medical school at Worthington, and the success of its graduates, excited its old school adversaries to fury. They conspired together against it and were determined upon its overthrow. Accordingly, they began by circulating reports among the people that dissections were carried on there to an unwarrantable degree; and depicted, in the strongest language, the most direful results should such proceedings not be arrested. Thus they eventually succeeded in arousing the prejudices of the community in such a manner that, in the spring of 1839, they collected and headed a mob of nearly 2,000 men, and demanded the unconditional surrender of the school, threatening, in the event of refusal, to demolish the building with battering-rams erected for the purpose. The faculty and friends of the school were only allowed a few moments in which to consider the matter. Seeing the determination of the mob, led on by jealous and infuriated old school doctors, to carry into execution their threats of demolishing the building and confiscating their property should they refuse to abandon the school, they consented to give up the enterprise.

Accordingly, Dr. T. V. Morrow, in behalf of the faculty, stepped upon the balcony of the college edifice and announced their decision to yield, provided they could be allowed to take with them the movable college property. To this request the mob consented. Thus terminated the career of the medical department of the Worthington school, and of the first eclectic medical institution possessing full collegiate powers, ever organized. The following gentlemen composed the medical faculty of the school:

J. J. Steele, M. D.; I. G. Jones, M. D.; T. V. Morrow, M. D.; W. Starratt, M. D.; J. L. Riddell, M. D.; J. R. Paddock, M. D.; D. L. Terry, M. D.; T. E. Mason, M. D.; J. B. Day, M. D.; R. P. Catley, M. D.

[In the Cincinnati Eclectic Medical Journal for February, 1857, Professor G. W. L. Bickley describes the troubles at Worthington somewhat differently. According to him the medical faculty at Worthington was first formed under the auspices of Professor Morrow. There is, however, no detailed history, such as ought to be preserved; and Professor Bickley fails to give dates in very important matters. "Professor Catley, the anatomist, who had been superseded by Prof. Bronson (November 1832 or 1833), became a bitter enemy to the further advancement of the school, and adopted the most unwarrantable means to effect its destruction. Prof. L. E. Jones and Prof. A. H. Baldrige entered the school as students in 1832, and continued to attend its courses until they graduated. Bronson having resigned the chair of anatomy he was succeeded by Prof. Mason; but the machinations of Catley were being seriously felt, and to procure material for the dissecting-room became exceedingly difficult. Catley went to Delaware, a neighboring city, and inflamed the public mind by the most horrible tales of resurrection, causing several suits for disinterment, and greatly exposing the faculty and the corporation to mob violence." * * *

“Morrow and his companions, however, hung on at Worthington until 1842, when, by the persuasions of Prof. Baldrige, who had located in Cincinnati in 1840, and also of Mr. Mills, now in New York, the Worthington organization was discontinued, and Morrow came to Cincinnati, and delivered his first course of lectures here in the winter of 1842-3, assisted by Professors Carr and Baldrige.”—A. W.]

REFORMED MEDICAL COLLEGES AT CINCINNATI AND ELSEWHERE.

But Dr. Morrow, nothing daunted by the opposition or difficulties encountered, repaired to Cincinnati, and, associating with him Drs. Hill, Baldrige and L. E. Jones, never ceased his efforts until he had obtained from the Legislature of the State of Ohio a full and complete charter for a reformed medical school; and in 1845 the Eclectic Medical Institute of Cincinnati was incorporated.

Immediately thereafter the board of trustees was organized, and the following gentlemen were elected professors:

B. L. Hill, M. D., anatomy; T. V. Morrow, M. D., physiology, pathology, theory and practice; H. Cox, M. D., surgery; L. E. Jones, M. D., materia medica, therapeutics and medical botany; A. H. Baldrige, M. D., obstetrics and diseases of women and children; James H. Oliver, M. D., chemistry and medical jurisprudence.

While medical reform was thus progressing in the west its friends in other parts of the country were not idle. Eclectic colleges were chartered by the legislatures of Virginia, Indiana, Tennessee, Kentucky, Georgia, Pennsylvania and Massachusetts.

In 1848 the Middle States Reformed Medical Society was established, having for its object the permanent establishment of an Eclectic Medical College in Philadelphia. This was eventually accomplished, and for many years filled a useful place; but, falling into the hands of unscrupulous men, has finally gone down in disgrace and become a stench in the nostrils of every honest eclectic.

The following by-law of that Society indicates the uncompromising spirit and policy of the eclectics of that day:

ARTICLE III. — Sec. 1. “Any member of this society, who shall advocate any other system of practice as superior to the eclectic system of practice, or who shall employ in his family an allopath or other practitioner in preference to an eclectic, shall be liable to expulsion.”

But it is pleasing to note that a more liberal spirit has since been enunciated, one of which reads as follows: “To introduce into the profession a spirit of liberality and progress, to dispense with all creeds and cliques, to overcome party prejudice, recognizing the right of all well-educated physicians to enjoy such opinions in medicine as science, experience, and conscience may dictate.

ELECTICS REFORMING THE OLD SCHOOL.

In support of our declaration that the eclectics have contributed largely to the progress of medicine, we say, “Look at the fact that old school practice has been fairly remodeled under our hands — as

much so as if we had revised their 'pharmacopœias,' and expurged false doctrines from their schools."

We have said, and the people backed us up, "Withhold the lancet; forbear to give calomel, antimony, and all violent poisons." To-day the lancet is not used once where formerly it would have been used *twenty times*; while of calomel, antimony, and the like, not one grain is now given where, half a century ago, the patient would have swallowed fifty.*

Look, also, at a *United States Dispensatory* of fifty years ago, and compare with it one of to-day. Whence came the vast number of new remedies in that of to-day? *From Eclectic sources and nowhere else.* These are facts of significance and encouragement.

WATER-CURE, ETC.

In 1826 hydropathy was promulgated in Europe by Priessnitz, and soon afterward was introduced into this country. The people and even physicians ran wild with the idea of curing diseases with water; nearly everybody bathed and washed as they had never done before. Hydropathic establishments were instituted all over the country; and *human hydrophobia* was cured. Subsequently, the worship of Hygiea was established in connection with the water-cure, and people bathed and died using *Graham bread*. But hydropathy and hygeiopathy were investigated, and their most useful features embodied into the practice of the day. They lost their distinction as separate systems. They contributed much to our progress, however, and made their impress upon medicine and surgery.

Who, before our late civil war, had heard of the wounds of a whole army, received in battle, being treated by water-dressings only? Baron Larrey would have been astonished at its use, instead of the plasters, cerates, salves and lotions of his day, and would have predicted the direst results.

Then came electropathy, mesmerism, psychology, etc., with their claims. They, too, were investigated and incorporated into the practice of medicine, and assigned their place as auxiliaries.

SPECIALTIES IN PRACTICE.

One peculiar feature of our modern progress is the division of the practice of medicine into specialties.† The old school physicians denounced and opposed this for a long time, then turned, as usual, and adopted it.‡

THE GREAT LIGHTS OF MODERN MEDICINE.

Among the illustrious names which grace the annals of medicine, of those who have contributed to its progress in its several departments during the hundred years just closing, I may mention Morgagni and Scarpa, of Italy; Andral, Velpeau, Baudelock, Deser-

* Levi Reuben, M. D.: Union Medical Journal, 1853.

† This was the mode of practice in ancient Egypt from time immemorial.

‡ They have, of late, become very devoted specialists, and take the privilege of so making themselves known.

maux, Baron Larrey, Laennec, the inventor of the stethoscope; Madam Boivin and M. Nelaton, of France; Scæmmering, Hirsch, Hoffman, Laengenbach, Virchow, the reputed father of cellular pathology, "whose genius has arrested from the unknown more territory than any man during the century," and thrown a flood of light upon the mysteries of physiology, pathology and therapeutics; Hahnemann, the father of homœopathy, Bichat, Liebig, the discoverer of chloralhydrate; Rademacher and Ziemssen, of Germany; Berzelius, of Sweden; Jenner, Harvey, the Hunters, Bell, Cooper, Dalton, Beale, Abernethy, Chapman, Marshall Hall, and Huxley, of England; Cullen, Darwin, Gregory, Simpson, Chambers, and last, not least, J. Hughes Bennett, of Scotland; and Rush, the American father of European medicine; Parrish, Gerhard, Dewess, Meigs, Bigelow, Burnham, Thomson, Howard, Gross, Beach, the true father of American medicine; the Newtons, the Joneses, Mott, Morrow, Wood, Draper, Flint, Hale, Hempel, Marcy, Guernsey, King, Brown-Sequard, Scudder, the Freemans, of our own country.

Let us not forget to pay a tribute to the memory of Wooster Beach, Morrow, Calvin Newton, the Joneses, Powell, and other early reformers, who laid the foundation of the eclectic practice in accordance with the genius of American ideas. They planted the tree from which grew the fruit, with the seed therein, from which has issued a materia medica and therapeutics destined, we believe, to revolutionize the practice of medicine. "The stone which the builders rejected is become the head of the corner." But these have passed the golden gates. They wrought a work which God approved and humanity will bless, "for they labored for the interests of man."

"Their work is done! nor Folly's active rage,
Nor Envy's self shall blot the golden page;
Time shall admire, his mellowing touch employ,
And mend the immortal tablet, not destroy."

Darwin: Zoonomia, 1797.

SCIENTIFIC DISCOVERIES.

The discovery of chloroform was made in 1831, by Samuel Guthrie, a chemist of Sackett's Harbor, N. Y. Although claimed by Liebig and Soubeiran, its discovery has, by a comparison of dates, been awarded to Guthrie. In the same year it was first employed by inhalation by Professor Ives, of Yale College, in a case of difficult respiration, with marked success; and it is now regarded as one of the most useful discoveries to medicine and surgery.

The period was one of great activity in chemistry. The bromides, iodides, chlorides, carbonates and sulphates, and the active principles of organic remedies, came into use so fast that we were almost deluged.

Then came the phenols, and carbolic acid, which, although discovered by Reichenbach in 1832, did not come into general use till some ten years ago. Close upon them came the phosphites, sulphites, chloral hydrate, salicylic acid, and a host of others.

DISCOVERIES BY ECLECTICS.

During all those years the physicians and pharmacists of our school were engaged in discovering, testing and introducing the indigenous remedies, extracting their active principles in the form of concentrations, fluid extracts, tinctures, etc., and in describing the uses and therapeutic properties of a vast number of remedies of great value, totally unknown to the profession 100 years ago.

Thus, while "regulars" were engaged in eliciting chemicals and their therapeutic uses, homœopathists in testing the specific properties of those as well as of the organic remedies discovered by us, in professed accordance with their theory of *similia similibus curanter*, eclectics have been constantly adding to their materia medica until it is excelled by none other.

A tribute is due to the pharmacists of our country for their efficient aid in developing our remedial resources — the Merrills, the pioneers of eclectic pharmacy; Keith & Co., Tilden & Co., Parke Davis & Co., and others, for the elegant preparations, concentrations, granules, elixirs, tinctures, etc., placed in our hands ready for immediate employment.

A word of praise is also due our inventors and mechanists who have aided in inventing and perfecting surgical appliances, instruments for diagnosis, and for the administration of remedies.

ECLECTIC MEDICAL LITERATURE.

A most important element of progress has been *the increase and cheapness of medical literature*, and its rapid dissemination. Take, for instance, the productions of our own school. Half a century ago we had no literature — not a single work devoted to the teaching of our principles or practice. Now they are enumerated by scores. Allow me to name some of them:

American Reformed Practice of Medicine, Materia Medica and Surgery; three volumes, by Wooster Beach, M. D.

American Practice Abridged; by Wooster Beach, M. D.

Physiology; by Wooster Beach, M. D.

Obstetrics and Diseases of Women and Children; by Wooster Beach, M. D.

Thomson's Practice; by W. J. Comfort, M. D.

Botanic Practice; by M. Mattson, M. D.

American Eclectic Materia Medica and Therapeutics; by Jones and Scudder.

American Eclectic Practice of Medicine, two volumes; by Jones and Sherwood.

Lectures on Theory and Practice; by Alva Curtis, M. D.

Obstetrics and Diseases of Women; by Alva Curtis, M. D.

Eclectic Surgery; by B. L. Hill, M. D.

American Eclectic Dispensatory; by John King, M. D.

American Family Practice; by John King, M. D.

American Eclectic Obstetrics; by John King, M. D.

Woman and her Diseases; by John King, M. D.

Materia Medica; by John King, M. D.

Diagnosis and Treatment of Chronic Diseases ; by John K. M. D.

Epitome of American Eclectic Practice of Medicine, etc. ; by Paine, M. D.

Practice of Medicine ; by W. Paine, M. D.

New School Remedies ; by W. Paine, M. D.

Medical Properties and Uses of Concentrated Remedies ; by Paine, M. D.

Howard's Practice, revised ; by John Kost, M. D.

Elements of Materia Medica and Therapeutics ; by John K. M. D.

Domestic Medicine ; by John Kost, M. D.

Thoracic Diseases ; by Calvin Newton, M. D.

Botanic Medical Practice ; by E. G. Wilkinson, M. D.

Anthropology ; by Joseph R. Buchanan, M. D.

Human Temperaments ; by W. Byrd Powell, M. D.

Physiological Botany ; by G. L. Bickley, M. D.

Pronouncing Medical Lexicon ; by C. H. Cleveland, M. D.

Southern Eclectic Practice ; by C. M. Massie, M. D.

Compend of American Practice ; by S. H. Potter, M. D.

Domestic Medicine ; by Wm. Daily, M. D.

Venereal Diseases ; edited by Robert A. Gunn, M. D.

Syme's Surgery ; by Robert S. Newton, M. D.

Eclectic Practice of Medicine ; by R. S. Newton, M. D.

Diseases of Children ; by R. S. Newton, M. D., and W. Byrd Powell, M. D.

Pathology of Inflammation and Fever ; by R. S. Newton, M. D.

An Essay on Asiatic Cholera ; by O. E. Newton, M. D.

Hill's Surgery, revised ; by John M. Scudder, M. D.

Eclectic Practice of Medicine ; by John M. Scudder, M. D.

Principles of Medicine ; by John M. Scudder, M. D.

Diseases of Women ; by John M. Scudder, M. D.

Diseases of Children ; by John M. Scudder, M. D.

Inhalation ; by John M. Scudder, M. D.

On the Reproductive Organs and the Venereal ; by John M. Scudder, M. D.

Specific Medication ; by John M. Scudder, M. D.

Specific Diagnosis ; by John M. Scudder, M. D.

Diseases of the Eye ; by A. J. Howe, M. D.

Dislocations and Fractures ; by A. J. Howe, M. D.

Transactions of the National Eclectic Medical Association, from 1870 till 1876, five volumes ; edited by R. A. Gunn and Alexander Wilder, secretaries.

Transactions of the Eclectic Medical Society of the State of New York from 1867 till 1877, ten volumes.

These constitute, truly, quite a large library, and display an amount of industry never before exhibited in the same space of time. We have also several valuable and well-patronized journals, which "taken together, constitute a literature of which we may well be proud."

PROGRESS OF A CENTURY.

Let us remember that while false theories and modes of practice flicker here and there in isolation, like lamps in midnight darkness, the science of medicine, like sun-light, is cosmopolitan ; that

"God writes his thoughts,
His revelation is the concrete world."

"And thoughts like sun-fires penetrate the world,
And go where they are sent ; thus mind meets mind,
Though mountains rise and oceans roll between."

S. B. Brittan, M. D.: Man and His Relations.

One hundred years ago disease was regarded as a something which, like the evil spirits of old, took possession of the body ; and, like them, had to be exorcised and driven out by charms and incantations. Now it is regarded as a perverted condition, produced by pathological changes taking place within the system, and amenable to proper therapeutical measures. Then disease was held to be an inflammatory condition, sthenic or asthenic. Now it is regarded as a lowering of vitality, whether attended by inflammatory or non-inflammatory symptoms. Then blood-letting and antiphlogistics were universally employed. Now the patient's strength is *kept up*. Then he was *starved* to subdue the fever ; now he is *carefully fed* and nourished. Then, when suffering with the most burning thirst, *water was scrupulously withheld* ; now he can *have all he desires, and ice too boot*. Then diseases of the respiratory and circulatory organs were *enveloped in secrecy* ; now they are *readily diagnosticated by the art of auscultation*, founded on elaborate combinations of acoustics. Diseases of the interior of the eye were beyond physical investigation ; now Helmholtz, with the ophthalmoscope, endows us with the power of reading diseases within the eye-ball, as from an open book. Then many vital processes were unknown which are now revealed by the aid of the microscope. Then but little was known of the application of chemistry to diagnosis ; now, by its aid, we detect renal, vesical, hepatic, and other disorders, with facility and accuracy. Then parasitic disorders were imperfectly understood ; the itch was more common in the schools than the spelling-book ; now they are readily cured.

"Then aneurism required amputation ; vesico-vaginal fistula was deemed incurable ; ovarian disease was a death-warrant ; a diseased joint condemned the whole limb," and consumption was deemed incurable in any stage. Fevers were fatal or of long duration ; now we banish them in a few hours without any of the depleting measures of former days.

Then a day's ride required pill-bags holding half a bushel of the crude remedies needed "to go around." Now we do the same work with our remedies in a pocket-case, and have enough left for the morrow, *without putting our patients on the expectant treatment*. Then the doctor was poorly educated, poorly dressed, poorly fed, and poorly paid, and his life was one of drudgery. Now he has academical and collegiate training with clinical teaching ; he dresses, and

usually acts like a gentleman; his "eyes stick out with fatness," and his duties are performed with alacrity and pleasure.

Then our medical literature all came from Europe. Medical books were hard to obtain. Now we feast on professional pabulum *produced in our own country*; that from Europe being used *as a condiment*. Then not a single journal devoted to the advancement of medical science was published in this country; now we count them by scores. They are found on the tables of all progressive physicians; and our physicians, surgeons and obstetricians, are honorably mentioned all over the civilized world.

In our fancy we see the physician of those days preparing his remedies, and recall to mind the witch in Macbeth :

"Round about the cauldron go,
Double, double toil and trouble,
Fire burn, and cauldron bubble."

How different, compared with our days, when we have our remedies prepared by the pharmacist ready for immediate administration, beautiful to the eye, pleasant to the taste, and effective in results.

Glendower, of old, could "call spirits from the vasty deep," but did they come? Let us imitate his example in a different direction. Let us summon a council of medical sages, discoverers and philosophers of long-ago, and with them, those of our own country, the herophysicians and patriots of the "times that tried men's souls." They come! That tall, venerable-looking one is Æsculapius, the God of healing. That one on his immediate right is Hippocrates, the father of medicine; and the one on his left is Galen, the father of ancient eclectic medicine. On either side of them we behold Silviu, Baglivi, Aristotle, and Morgagni, Boerhaave, Vesalius and Celsus, Eustachius, Modena, Praxagoras, Berzelius, Fallopiu, Hoffman, Darwin, Cullen, and a host of medical celebrities; Assyrian, Egyptian, Jewish, Greek, Arabian, Roman, German, French, English, and Scotch. On the next platform below, and immediately in front of them, stands Dr. Warren, the patriot physician, who deemed it an honor to die for his country, and yielded up his life on Bunker Hill.* Brooks, the patriot general; Rush and Hall, two of the signers of the Declaration of Independence; Franklin, who drew from his hands the fiery bolts of Jove, and many others whom I am unable to name. Let us exhibit to them some of the discoveries and resources that we of this age possess. Behold them wrapt in wonder at seeing us abolish pain. See with what interest they see us produce anæsthesia and amputate a limb, while the patient revels in lethean dreams, and then awakes, with no cry of pain. How they are amazed to see us compelling

* "There, hapless Warren, thy cold earth was seen;
There spring thy laurels in immortal green.
Dearest of chiefs that ever pressed the plain
In freedom's cause, with early honors slain;
Still dear in death, as when in fight you moved,
By hosts applauded, and by heaven approved;
The faithful muse shall tell the world thy fame,
And unborn realms resound thy immortal name."

Barlow : Vision of Columbus.

sleep, inducing uterine contractions, extinguishing fevers, removing ovarian tumors, and doing many other therapeutical and surgical wonders.

See how the whole group recoils, except Franklin, who comes the closer, when we operate the simple contrivance by means of which we can evolve electricity at will. Electricity, identical with the lightning, had, to the most of them, been known only as it darted across the angry sky, dealing death and destruction to all in its course. They marvel to see this mighty power tamed by the genius of modern days, and made an agent of life and health, instead of remaining solely an element of death and destruction.

“ With what admiration do they witness Esmark’s bloodless surgery ! How they gaze at the stethoscope, the laryngoscope, the rhinoscope, the hypodermic syringe, the endoscope and the otoscope. How they marvel at the clinical thermometer, the dynamometer, stethometer, galvanometer, and the sphygmograph, the atomizers, pleximeters, sarcotomes, ecraseurs, specula, aspirators, and hundreds of other aids now at our command. How greatly their wonder is increased when they take a never-to-be-forgotten look into the recesses of the eye, by means of the ophthalmoscope. How like a dream it seems to them to witness us removing tumors by electrolysis. What an interest the most of them display when we deliver a precious wife of a living child by our obstetrical forceps after they had given her up to die. With what delight they witness the experiments of Bichat, to show the triple harmony between the brain, the heart, and the lungs in superior animals ; those of Conheim on the migration of white blood-globules ; those of Marshall Hall on reflex action ; those of Brown-Sequard, Virchow, Beaumont, Bernard, and of Remack, each of which rivals the most perfect researches in physical science. With what interest and pleasure the entire assemblage peer through the microscope to view the circulation of blood in a frog’s foot, or to view the living world contained in a drop of sea-water.” * But the greatest wonder to them all is *our doses of a minute granule, a pellet, or the fraction of a drop*, and to witness the rapid recovery of the patient under their use. As the result of a century’s progress the people have been educated, and the whole science of hygiene has become a part of common knowledge.

HOW THE VARIOUS MODES OF PRACTICE CONTRIBUTED TO PROGRESS.

The “ regular ” method, although claiming to be more than 4,000 years old, really dates no earlier than Paracelsus. Being the oldest in our country, it should be the most advanced. But old-school practitioners, not being able to cut loose from the apron-strings of dame Europe, such has not been the case.

The practice of to-day is an improvement upon that of a century ago, in *just so far as the eclectic treatment and medicines have been substituted for the mineral remedies formerly used*. They still adhere to the nosology of Cullen and Darwin, in treating diseases by

* Professor Cathell : Lecture.

name. In proof of this I only need cite you to Ziemssen's *Cyclopedia of Medicine*, six volumes of which have appeared. It purports to be an embodiment of the most advanced ideas; yet I must say that in therapeutics it seems almost barren as compared with advanced "regulars," like Wood and Flint, in this country.

The mortality-rate — the only criterion of success — in old-school practice, taking diseases as they usually occur under the most favorable circumstances, is not less than *eight per cent*. Considering the advantages they possess it should be far different. Their progress consists mainly in the additions they have made to pathology and chemistry.

One great drawback to the progress of medical reform in the old school has been "preconceived notions, which, in religion, make men bigots, in science crucified martyrs, and transmit theories and practice from age to age, which every reformer coming afterward is confronted with, and which are not easily overthrown. Bacon found this true when he overthrew the system of Aristotle, and knew it would take a century or two to do it, and therefore left his fame to after ages."*

"That *demoralizing and soul-hardening philosophy* which treats the human race as a vast assemblage of knaves and fools, from which no word of truth should be expected, and whose testimony is utterly inadmissible in science, has so long ruled the high places of the medical profession that it is vain to expect its abolition in the present generation; and under such a system it is vain to expect, in the authoritative quarters of the profession, the recognition of any wonderful facts when their supporting testimony is rejected, and the persons who reject conclusive evidence either totally refuse to make any investigation, or enter upon it with a dogmatic and stubborn party-spirit, determined to sustain their own foregone conclusions."†

Homœopathists use both mineral and vegetable remedies, and treat diseases by symptoms (not by name), according to their hypothesis of "*similia similibus curanter*." They have done much to elucidate the specific therapeutics of our native remedies, besides introducing some excellent ones of foreign origin. In this direction they have undoubtedly been of great help. They have taught the profession to reduce the doses and employ more pleasant medication. Although introduced into this country but fifty years ago, homœopathy has grown rapidly and shown much energy in securing the legal rights of its practitioners. Their mortality-rate, as near as can be ascertained, is about *five per cent*. Their physicians are a witness of what properly directed energy and persistence will accomplish.

They have entered into the spirit of American enterprise by testing and using American remedies.

The eclectic is the only practice based upon American ideas, and the extensive use of American remedies — the only school that has not *some objectionable European ethical element clinging to it*. Its practitioners have had to make their way to confidence not by exhib

* Lester : Centennial History.

† Buchanan : Anthropology, Introduction.

iting scholastic or scientific attainments, but, instead, by successful medication and cures, performed under the most discouraging obstacles.

Sanative medicine is their aim; "*vis vitæ sustine*," their motto. Being versed in all systems of practice they are enabled to meet and consult with the practitioners of any school which their liberal ethics permit them to do. While believing their methods best, they are willing to acknowledge the claims of others to equal professional courtesy, upon the principle of the golden rule.

Eclectic practitioners number, perhaps, about 8,000. Their mortality-rate is about *three per cent*. This is a decided improvement upon the others, and speaks louder than words in its favor.

They have more correct views of the origin of fever and inflammation. Beach said: "Fever may be considered a friendly effort of nature to restore the system to health." It is not, in itself, a disease, but a symptom of pathological change or lesion. The profession has, in recent years, accepted the doctrine in *practice*, if not in theory. Physicians of other schools are introducing and using many eclectic remedies, but it is done with such an imperfect knowledge of them that success with them is much hindered.

The introduction of *specific medication* is, doubtless, destined to place it many steps in the van of medical progress, and is the "leaven which will leaven the whole lump." Go on, Dr. Scudder, thy work will, in time, be appreciated, if not to-day.

THE DIFFERENCES BETWEEN THE SCHOOLS.

The difference in the practice of the three schools may be stated as follows: "The old school treat *names*; the homœopathists treat *symptoms*; eclectics treat *conditions*."

A LESSON TO BE LEARNED.

The leading physicians of the old school, arrogantly claiming for themselves, exclusively, the designation of "*regular*," have presented a distinct line of policy — that of securing all professional emoluments. In spite of the letter and spirit of the federal Constitution, they are a privileged class — an established church in medicine. They have the monopoly, almost undisturbed, of the appointments in the gift of national, State and municipal governments, to the exclusion of all others.

The eclectics, meanwhile, have devoted their attention chiefly to the development of their materia medica and the reformed practice. They have neglected the policy of organization and co-operation. They complain that they are not employed by the government; that, as in the late war, their physicians were refused official appointment in the army.

I have no disposition to shield the old school for their close and even secret organizations, to crush all others, which resemble in form, and are very nearly identical in spirit, with the great and murderous organization existing in the coal district. But eclectics have largely themselves to blame. They must champion their own cause. They

must adopt, adhere to, and carry out, a policy at once sagacious, just and honorable, and thus surround themselves with the conditions of success. They must see that all departments of government are properly influenced — the people better informed — that the medical departments of State universities are supplied with chairs of eclectic materia medica and therapeutics. They must learn the lesson taught by their competitors, that of persistent co-operation.

Having the best mode of practice known amongst men, practitioners who compare favorably in educational endowments, intelligence, moral rectitude and behavior with those of any school, why do we not reap equal professional advantages? Simply because our school is young, and we have no co-operation to secure them.

If, as we believe, we have the best system of practice, let us not be ashamed to say so, or to use all honorable means to promulgate it.

THE OUTLOOK.

As the century just closing with our centennial exceeded the measure of progress of any of those that preceded it, so the one upon which we are about to enter may rival it in the progress of medical science. "Were it possible to look through the horoscope down the long line of approaching years, and see the events of future days pictured before us, we would see the physicians of a 100 years hence — yea, fifty years hence — possessed of scientific guides and therapeutic aids of which we of to-day cannot form the slightest conception. Even at the present moment earnest medical investigators are at work, not only in our own country, but all over the civilized world, and nature is being tortured to compel a disclosure of her remaining secrets; observations are being made, and scientific investigations are being pushed in every direction." The domain of psychology will be redeemed from empiricism. Physicians will be characterized by better scientific qualifications, more urbanity and professional liberality; patients will be treated by pleasanter appliances and *smaller doses*, and will *recover* more *quickly*, with no dire sequela to embitter their remaining days.

As we already have specifics against small-pox, malaria and some other diseases and abnormal conditions, our descendants in the coming century may be enabled to see cancer, cerebro-spinal meningitis, scrofula, syphilis, hydrophobia, tetanus, and other scourges, yield the secrets of their power to scientific exploration, and resources found in the materia medica to arrest their direful operation.

When I review our country's history, and note how American physicians have contributed to the knowledge of climatology, meteorology, zoology, botany, etc.; developed electricity into a healing agent, penetrated the icy barriers of the Arctic circle, traversed the deserts and burning sands of the tropics, penetrated thick jungles, explored deep canons, reached to the bottom of the ocean, soared above the clouds, scaled the highest mountains, and looked into the volcanic depths of the earth in search of nature's mysteries, and witness the devotion and self-sacrifice they have exhibited, the deeds they have accomplished, the conquests they have made, before which those of

the warrior on gory fields sink into insignificance — all within 100 years — and by these estimate the measure of their future achievements, my emotions rise up within me and I feel much as I felt when viewing, for the first time, Leutz's great painting in our national capitol: "*Westward the course of empire takes its way.*"

Ah! We stand on enchanted ground, reserved and dedicated by Providence, through the centuries, and hallowed by the aspirations and hopes, the deeds, blood and tears of our forefathers, to be the theater of the grandest development of the capabilities and achievements of humanity.

In conclusion, gentlemen, I assure you that there is a true, a great science of medicine, which is continually gaining a broader foundation, and, like the granite hills, will endure to the end of time. As we, with others, have contributed to the laying of its foundation, may we also contribute our share to building, furnishing and beautifying the superstructure of the great *Temple of Medicine*, to whose shrine the physicians of all coming time will repair with their offerings, lay down their animosities, and clasp their hands in fraternity around its altar, receive fresh inspirations of wisdom from its oracles, and worship the Divine Goodness who has permitted them to behold the fruition of the hopes, the wishes and the prophecies of the great and good in such a glorious consummation.

FRANKLIN, PENN., *June*, 1876.

REPORTS ON GYNÆCOLOGY.

No. 1.

EMOTION, AND ITS INFLUENCE ON HEALTH.

BY V. A. BAKER, M. D.

I have endeavored, in the following pages, to call attention to existing relations between emotion and the sympathetic system of nerves, to show that emotion affects the viscera, and the viscera the emotions, through this system. In woman, the uterine or pelvic, and in man, the gastric or digestive systems are centers which, in conditions of health, or the reverse, give expressions through the sympathetic system, which we may learn to interpret and make applicable in the treatment of our sick. In proportion to the importance of an organ will its derangements affect neighboring parts through this system. This should be borne in mind in considering the following discussions.

INFLUENCE OF EMOTION IN HEALTH AND DISEASE.

The subject is so vast, its importance so great, that more than a glance at some of its important features would far exceed the limit of such a paper as will be proper to present on an occasion like the present. The merest "brief," therefore, must suffice, and is all the apology, perhaps, necessary to offer for any shortcomings to which it will be liable. Facts and suggestions, as we have learned them, without regard to criticism, it is our intention shall be its aim. The

nature of the disease and derangement, to which woman has been subject in all times of which we have any account, has commanded the attention of all classes of physicians, eager, earnest research of teachers of obstetrics and diseases of women. Volumes have been written; the abdomino-pelvic system of woman has been subject to more rigid scrutiny, with greater diversity of conclusions as to cause and cure, than any of the other systems of which man or woman is constituted.

Various have been the modes of treatment, surgical and therapeutical, that, from time to time, have been put forward for her relief from disease and suffering; and never before, in the history of woman, has there been such eager, earnest inquiry in this direction as now. A flood of light and intelligence is pouring in upon us, resulting from this inquiry; and multitudes of test-cases, under the auspices of modern gynæcologists, ripe with experience, are recorded, and the good work is going on, affording opportunities for the average physician to become reasonably conversant with the same. The demand for the treatment of these cases is so great that a horde of unprincipled, uncultivated, would-be specialists prey upon the credulity of nearly every neighborhood, to say nothing of the swarm of charlatans that infest our larger cities; and millions of money is thus worse than thrown away. It seems to me the profession — the intelligent profession — owe to themselves and to the women of America, the putting of this subject in the light it deserves, by publishing manuals setting forth plainly what the mutual relation of physician and patient should be.

If the young women of to-day were put on a system of physiological training with one-fourth the time and thoroughness that is given to any one of the accomplishments considered essential to an ordinary mental training, the influence upon themselves as mothers and upon the generation they are to bear, would be marked both by a diminution of suffering on their part, and by the rich inheritance of renewed physical life they would impart to their offspring.

The fashions, including dress, habit, exciting modes of life, peculiar to every stage, are barriers to a model physique in the make-up of woman.

Numerous are the maladies, serious and otherwise, entailed upon the young woman during the period of her ripening into womanhood, because of a want of comprehension of proper management on her part. It is not to be expected that she can comprehend what she has not been taught; and, notwithstanding the majority pass this perilous beginning in safety, nevertheless, many cases are constantly assuming serious and complicated forms of disorder. The nerve-force is abused by permitting the young child, now just ripening into womanhood, to partake of the exciting pleasures of society; as late hours, too early training in music and dry study, the mischievous parties in the attire of fashion, and much more, tend to do her great injury.

Dysmenorrhœa comes with its monthly torture; menorrhagia, with its drain more or less severe, wastes the life-force, robbing its victim of the rose-tint of health, the rich inheritance of youth, if nature has

not been foiled ; or, it may be worse, if amenorrhœa once firmly secures its victim in its grasp. The whole category, too, of nervous disorders that grow out of these derangements are not limited.

Menstruation, well established in the young woman, is not, it is true, without its liabilities to assume forms that often cost life, as suppression from cold, grief, and various causes, developing pulmonary troubles, baffling the skill of the best physicians too often, because without ability to comprehend the danger early enough. When the physician is consulted the malady may be past remedy. There is quite too much to even hint at, that might be said of the maladies incident to the young girl, as weakness of the sexual system, general and special ; but we pass them to consider maladies to which she is so liable after maturity, and during what should be her healthy menstrual period, covering, we will allow, thirty-five years.

Where may we best begin ? We might pause to consider the affections of the vulva, profitably ; but beyond the simpler maladies, to which these parts, including the whole *cul de sac* leading to the womb, are liable, not including specific affections, we have, in their simpler forms, very little trouble to cure, if we put ourselves in possession of facts, and act in accordance therewith, for the very best of reasons — the parts can be reached. There are troublesome conditions to which these parts are liable and which must be comprehended to be successfully treated. Pruritus of the genitals, from whatever cause, is among the worse. The most inveterate cases, and those causing the sufferer, in some instances, to become almost frantic, are those causes associated with child-bearing, during the latter months of utero-gestation and succeeding the same. Several cases have come under my own observation. The long-protracted congestion of these parts incident to this period, the alteration in the character of the secretions, sufficiently account for the trouble ; being favored, of course, by nature not taking kindly to this state of things. In alluding to the state of hyperæsthesia, accompanying many of these conditions, we may take in, at a glance, the reason, viz. : the wonderful sympathy existing between the generative system and the sympathetic chain of nerves of which, in woman, the uterine system is chief. And now, as we are fairly under way with our train of thought, we will, for the sake of perspicuity, state that the leading and prominent feature, as we understand it, in the consideration of the maladies to which woman is subject, and by which we must be governed in her successful treatment, is the relation of the uterus and appendages to the emotions through the sympathetic nervous system. It is, we think, susceptible of proof, that morbid and diseased conditions of the visceral organs affect the emotions, and that the emotions may affect, in turn, the organs ; and that this is done through the sympathetic nervous system.

While it is impossible to make exact distinctions between the cerebro-spinal system of nerves and the sympathetic system, yet there are marked differences. There is, clearly, two conditions or qualities of emotion : pleasurable and unpleasurable. The brain seems to be the general storehouse of nerve-supplies, and is intimately linked

with the sympathetic system, whence involuntary life-force is constantly flowing; as every function of the body is performed by nerve-force. If we would successfully combat the ills of woman, we must, of necessity, study the relation of cause and effect. We may, perhaps, profitably illustrate: Take the condition known as hysteria. In persons properly constituted, it may be induced sympathetically. I recently had a severe case of hysteria dependent upon uterine disorder; and being a young lady of notoriety, with a variety of "lady friends," several of them remained with her, not dreaming of the real nature of her trouble. One of the number who sympathized earnestly had the emotional system so wrought upon that she suffered a similar attack, although she never had any such symptoms before. There is, in such cases, no doubt, a morbid condition generated through the influence of mind upon body through the sympathetic nervous system; the emotions so influencing the generative nervous system that its nerve-ganglia become disordered morbidly, resulting in the peculiar train of symptoms we denominate *hysteria*. We may, therefore, reasonably assert that morbid conditions of the uterine organs, associated with active or passive causes acting upon certain idiosyncrasies, will produce hysteria, as all parts of the body in woman under the influence of the sympathetic nervous system lead to the uterus. Again, many young females become morbidly affected in their sexual relations, and giving way to the weakness become victims of morbid desires, with so little control, in some cases, as to destroy them outright, so far as usefulness to self or the world goes; while others undermine health unless the cause is sought and removed, which is done by careful management, abstinence, and removing congestion of clitoris and vulva, thus subduing irritability.

The maladies that grow out of these habits, and develop later in life, are mostly ovarian; while the direct mental effect is manifested through the hypogastric plexus in its well-known relation with despondency, lowness of spirits, etc. Hence timidity, nervousness, and downcast looks, are apt to mark these victims.

The temperaments should be taken into consideration, if we would predict, with any degree of exactness, regarding the maladies of woman. A train of symptoms in the phlegmatic patient, that may be considered serious, and even alarming, need not excite alarm when found in those possessing the sanguine or nervous temperament. The latter class of women are never at rest; so keenly susceptible are they to sympathetic or emotional influences. Take, for instance, cases of puerperal mania; the more violent or expressive cases are among the nervous temperaments. These cases afford an apt illustration of the emotional character of physical disturbance, associated with alteration of uterine function, or any departure from a healthy uterus. In pregnancy what a multitude of symptoms develop, and how differently affected are different persons, and even the same person, at different times! In most cases the reason is sufficiently clear. In pregnancy, not only the draft upon the general circulating pabulum, to which, in some instances, we may assume nature does not take kindly, but the relative change that must take place by the

constantly-increasing bulkiness of the uterus itself, crowding upon the neighboring parts, are jointly sufficient to account for the changes that so often accompany the period of utero-gestation. The secretions, in some cases, are so markedly changed, gastric sympathy so great, that even life is in jeopardy. Is it, then, assuming too much when we assert that, in woman, the central system of emotional nerves is the uterine or pelvic? A rational treatment will take into consideration all influences that may operate unfavorably, as well as favorably, upon the sympathetic system? For, as we before stated, any weakened nerve-center will suffer from depressing influence that, through the mind on the one hand, or the body on the other, may exhaust, depress or excite unduly, through the emotions, the sympathetic chain. In man, the emotional nerve-center is in the abdominal viscera; the solar plexus of the emotional nervous system seeming to be the central part, to and from which flow nerve-influence, as related to the sympathetic chain.

It is, I believe, understood by all physicians, that mental influence—good or bad spirits—affect materially the condition of the body; this being accomplished through the emotional system of nerves. We can in no other way account for the remarkable phenomena often met in morbid conditions of the physical system. That disease can be aggravated by the emotions is self-evident; and that it may be so induced I think equally certain. The influence of the emotions on the secretions, poisoning the mother's milk, producing vomiting, diarrhoea, chills, pallor, loss of appetite, often instantly arresting menstruation, etc., are common instances of an influence exerted upon that part of the nervous system, over which we have no control. It is quite clear, and of great suggestive value, that emotion affects the glandular system through the sympathetic system of nerves, and that the glandular system in turn affects the emotional system.

If we could interpret *all* that nature, in its relation to physical life and physical expression signals, it would be, to say the least, highly gratifying. There is, however, much we *have* learned, and if true to our calling may comprehend. Typhoid fever, for instance, is not likely to prevail among women, especially during the catamenial period of her existence; probably owing to the "*vent*" the system gets through this channel. Again, the pinched, leaden look of feature in peritonitis is characteristic; while the old and often formidable malady, denominated "Milk Leg," expresses to the more advanced gynaecologist, as he comprehends it, phlebitis, caused by long-continued pressure, affecting venous circulation in contradistinction to the older belief, that milk circulated in the veins, producing the malady—expresses, we were about to say, that we are advancing as regards our knowledge of the maladies of woman. Emotion, acting through the cerebro-spinal system only, does not imply *diseased* action; and even the functional disturbance that may be induced is passive, except severe and protracted mental grief, or distress of mind is brought to bear. It is thus through the sympathetic system that the injurious effects of emotion are manifest, and its relation to the cerebro-spinal system is made manifest in choreac cases, which are always aggra-

vated by emotional excitement ; as chorea is admitted to be dependent on a feeble or anæmic condition of the cerebro-spinal system, we may mention it as an example of the volitional order ; also epilepsy, paralysis, apoplexy, etc., are examples. A little thought on this subject, coupled with clearness of the functions of these two systems of nerves — the cerebro-spinal controlling voluntary life, while the sympathetic system controls secretion, nutrition and the phenomena connected therewith — is suggestive of rational diagnosis. A fair illustration of a degenerate condition of the glandular system, affecting the emotions through the sympathetic chain, is often observable at the “change of life” in woman. She may not become insane, but be a prey to imaginary trouble ; sees things on the darker side ; borrows trouble, and suffers from broodings and fear of troubles to come, where none exists. The “change” has exerted an influence over the circulation and passive life of the parts. The blood sustains different relation to the parts ; and the confusion, we may say, is manifest through the emotional system of nerves. Moreover, in the brain, the seat of volitional power, we have all instanced cases almost the exact counterpart of these conditions. The sympathetic system supplies fibers to the blood-vessels connected with the brain ; and when the emotional system is specially and unusually taxed by changes incident to the critical period, or other depressing causes brought to bear, deranging the uterine system, and woman thus left highly susceptible to emotional influences, we may assume, with reason, that it explains sufficiently clear as to the causes of epilepsy, a malady belonging exclusively to the cerebro-spinal system, being readily precipitated by emotion. The cheek, we know, will suddenly blanch from emotional causes of a depressing character, or be suffused with blushes (vascular fullness) from emotional excitement, from good news, spirited efforts, etc. So, we may reason, the brain may be influenced in its delicate relation of capillary vessels to its pulp — being readily congested to overfullness of its vessels, or the reverse ; either condition acting as a mischievous, exciting cause, producing the two extremes of the brain-circulation, resulting in apoplexy, hemiplegia, etc. The physician, clearly comprehending these conditions, can readily account for and sympathize with a class of patients who, too often, are ridiculed by the observer ; even some physicians passing them with very little notice.

One special condition often associated with disturbed uterine function is hyperæsthesia of the heart and abdominal circulation ; resulting in palpitation and throbbing of the abdominal aorta, producing alarm in the mind of the patient, and sometimes misleading the physician in diagnosis, as it simulates symptoms of organic change. All cerebro-spinal nerves are not under control of the will. That important nerve, the pneumogastric, sending branches to heart, stomach and liver, as well as operating the lungs, is an example. The will cannot arrest circulation or secretion, nor prevent vital changes consequent upon digestion or assimilation, making up the sum of nutrition and nutritive force. Hyperæsthesia and hyperæmia, so often manifest at their change of life, with unpleasantness, are expressed by palpitation

of heart — suffocating feelings, expressive, in some instances, of danger even, and yet the will is powerless to avert it.

Excessive flooding is, or may be, followed by any or of all of this train of symptoms. The sympathetic system is “shocked;” and, although nature may make up in quantity, she lacks in quality; there is a stronger tendency to coagula, and heart-clot may result — a necessarily fatal termination. The change in complexion occurring under such circumstances is due to disturbance of function. The biliverdine, or coloring principle of bile, is not taken up by the liver, the system is under a blight, as it were; and nature, in its attempts to make good use of the cutaneous exhalants, leaves a sallow and discolored skin. In fact, dilation and contraction of blood-vessels of uterine system, with its diverse results, as menorrhagia, amenorrhœa, and the long train of results, may be directly brought about by emotion. The influence of depressing mental causes on the foetus is too well known to be attributed to any other cause. The change exerted on the lacteal secretions so influencing them as to instantly make them poisonous, if partaken of by the young infant, producing convulsions, and even death in some instances, we may never be able to fully explain; it is, nevertheless, a reality, as, for instance, sudden fits of anger will act on the emotions and through them on secretion like an electric shock. The effect, occasionally almost instantaneous, produced by the use of uterine injections, is due to shock communicated to the nerve-periphery, exciting and depressing throughout the entire sympathetic chain of nerves. Those who may have used intra-uterine injections, however guarded they may have been in not allowing air to be forced into the cavity, must have occasionally noticed the alarming train of symptoms referred to. I have had under my own observation several cases where *vaginal* injections have produced very alarming symptoms; owing, no doubt, to a relaxed condition of the canal through the uterine cervix, admitting air in the uterine cavity driven before the fluid contents of the syringe. Having had some experience in treating intra-uterine maladies topically by injection of liquids into the uterine cavity, and conscious that some cases have died from direct shock, I must, nevertheless, add that, in many cases where topical means are indicated, I should, circumstances being equal, avail myself of so potent a means.

Points for consideration are: First, temperature, the fluid used being blood-heat; second, to be sure that no air passes into the cavity; third, that it be done with great slowness; fourth, to be given in the erect position, the patient lying on her back a few minutes after; fifth, that no cases with flexions of the uterus or gravid uterus are fit subjects. I will add, that although I have seen some cases that suffered from direct effect, either from uterine colic, or the more alarming symptoms of “shock,” the system taking on a cold, negative and almost lifeless state, yet I have never had a case result in peritonitis, or any after-unfavorable results; and, as I have grown cautious regarding points alluded to, I have had little trouble.

There is one condition associated with the using of uterine injections that expresses so much that I briefly allude to it, viz., head

symptoms — as headache, fullness or dizziness, simulating, as it does, abnormal conditions associated with menstrual functions. The head sympathizing with passive congestions and various faulty conditions of uterine derangement, is well known, as is also diarrhoea at, just before, or after the menstrual period.

I might, with propriety, allude to the sexual relations and their relation with diseases of the pelvic system ; but, pass these for want of time, with the exception of alluding to conditions so often met in women who have husbands that have, at some time, had gonorrhoea, and who may have a long train of symptoms due to such unchasteness, as pruritus of the genitals, irritation, and occasional attacks of sub-acute vaginitis, seemingly a passive and chronic form of gonorrhoeal effect.

A brief allusion to, and a description of a case or two illustrating emotional influence due to morbid conditions, and I am done. I have, for several years, had professional charge of a married lady invalid, aged thirty-eight, mother of two children, son and daughter, aged, respectively, twenty-two and eighteen. She, for years, without manifesting any organic disease of uterus or appendages, has, nevertheless, suffered from occasional attacks of prostration induced by whatever may disturb the emotional system. These attacks are accompanied by violent throbbings of the abdomino-pelvic system, succeeded by faintness, and an almost pulseless condition, from which she may rally in a few hours, or days, and possessing an indomitable amount of energy. She seeks, when practicable, the open air, walks, rides, etc. Her appearance in these intervals is devoid of freshness ; countenance sallow — menstrual functions regular, appetite moderate, digestion fair. In size, small, delicately formed, dark hair, eyes brown, temperament mental-motive.

The phenomenon to which I wish to call attention in this case is this : When this lady is suffering from these nervous attacks she sustains a somewhat remarkable and peculiar electrical relation to metallic substances. For instance : If she touches the brass thumb-screw of the gas-pipe, or the gauge to the furnace-register, or other metals, she immediately feels an electrical shock, or thrill, concentrated more especially through the uterine pelvic system.

Is there not, in this case, a lack of electric (nerve) force, the static electricity resident in the metal being drawn, as it were, in these devitalized conditions, toward the common emotional center ? While I am not clear on this point, I still lean to this opinion. I will add, that ordinary electrical currents, primary or induced, have no seeming influence to prevent or modify this condition, or to benefit the patient.

The next and last I wish to mention is that of a young lady some twenty-four years old, fresh, florid, light complexion, well developed ; has been married, the mother of two children ; habits of lady regular ; suffers from occasional attacks of inflammation of cervix uteri, of a low grade, leaving uterus rather irritable in the intervals. This patient is intelligent, but designing ; seems to glory in misleading physicians ; whether to get sympathy from neighbors and friends, is best known to herself. The feature of special note is this : She may,

seemingly, be taken violently ill; sends for a physician. I attended her at one time; she complained of great pain in the uterus or "womb," as she expressed it — trembled violently, and groaned audibly; face wore an excited and flushed look. This state of things continued several days, she complaining, at intervals, of intense pain. I observed that she seemed excited, and specially nervous, if I gave her close examination and close scrutiny; other physicians saw her; the case was pronounced acute endo-metritis, with unusual hyperaesthesia; there was evident symptoms of nymphomania present. She had a great passion to have her hands held, and was passively influenced, especially if some gentleman friend would hold her hand. I saw her one day about three P. M., and examined tacitly the abdomen, and it was normal; was summoned again in the evening, the nurse saying to me: "Patient seemed bloated." Passing my hand over abdominal walls I found them somewhat bloated, with no increase of heat or tenderness. (She had complained of tenderness from the first.) Ordering topical means I dismissed the case for the night, and calling next morning I found her abdomen bloated to distension — fully as great as pregnancy at full time. There was not, aside from excitement, any unusual symptoms, either in pulse, temperature or secretions; she still maintained a fresh look — appetite good. In this condition she remained some two or three weeks longer; the friends and neighbors anxious to have case terminate in some manner. A physician of some repute as a surgeon, was called, surreptitiously; examined the case very thoroughly, digitally per vagina and with speculum, hinted pregnancy, associated with dropsy; said she must be tapped, and told a lady friend she had both pus and water that must be removed to save her life. He saw her the third time and had his instruments at hand to operate with.

Having seen the case from the first I considered it a case of hyperexcitement of uterine pelvic system — perhaps it might be called pseudo-cyesis. I saw the folly of an operation. I said to the friends, there is a test that will settle this matter, viz., chloroform. She stoutly resisted this course, but strategy and the chloroform won. The hugely distended abdominal walls became placid as if by magic; the uterus, in a normal condition, could be plainly felt through abdominal walls; the garb of deception was exposed, and she almost immediately returned to duty. This woman, like some of the equine species, could puff herself out of shape and into notoriety on short notice; she seemed to have an erectile power over abdominal tissue at will, and even made her boast that she could "*fool the doctors*," which she had done, I subsequently learned, before.

In a medico-legal sense these cases are exceedingly interesting, as without any reasonable motive this case kept the whole neighborhood in excitement and alarm some eight weeks, practicing deception with success, a condition of the uterine system akin to hysteria, it seems to me.

In conclusion I briefly remark that, assuming the uterine nervous system in woman to be the emotional center, we have a guide to conditions and symptoms, remote and otherwise obscure, readily inter-

preting the influence exerted on the emotions and in turn the emotion on this great central system. The more and closer we observe, the more apparent becomes this fact — that woman is influenced emotion all by morbid changes of the generative system, and man the digestive. No one who is at all familiar with the numerous imaginings of persons suffering from gastric or gastro-intestinal disorders, can but coincide with this view. Such patients have imaginings, heart disease, concealed cancer, etc. We may, therefore, profitably study, and compare, and avoid being misled by symptoms often assuming such prominence as to mislead in diagnosis and consequently in treatment and I am firmly convinced, if we give the relation of cause and effect due the uterine system of nerves and its connection with emotion and emotion with it, we will have made a grand advance in favor of woman.

ADRIAN, MICHIGAN, *June*, 1876.

No. 2.

SURGICAL HINTS, ETC.

BY A. L. CLARK, M. D.

The treatment of the special diseases of women is a subject dating back but a short time in the annals of modern medical practice. With the exception of the obstetrical forceps, scarcely even the representatives of any of the gynæbological instruments in common use to-day was in existence 100 years ago. It is true, the history of medicine, in its repetition of itself, is but running parallel with some other branches of science, for we find that many of the implements of modern times existed, in idea at least, centuries ago, but that in the decadence of all science which took place during the dark ages, their use was entirely forgotten. It should be placed to the credit of the medical profession that with the more correct ideas of pathology, physiology and anatomy, which investigations have elucidated this fruitful subject, has met with a prompt and vigorous attention, and that very many of the difficulties which but a century ago were considered to be without remedy are now successfully treated, and suffering women restored to lives of health, comfort and happiness. Most markedly, perhaps, is this the case in the operation of ovarian tumors, the various fistulæ, lacerations of the periculum, ulcerations, and the various displacements of the uterus. Two prominent ideas or divisions may be said to have existed among gynæcologists during the progress of this study, the one purely surgical, mechanical, embracing every opportunity to compass the desired end by the use of the knife, strong escharotics and caustics, the other conservative, viewing all these means with distrust and holding them only as a means of dernier resort. The former bold and aggressive, carried operative means forward to an excess which has evidently brought about a reaction, so that the

tide at present sets toward a more conservative system of practice. Our illustration of this idea occurs in the suggestion recently made to do away with the formidable operation of ovariectomy, discussing those tumors by a harmless operation of the galvanic current.

I am not aware that any very great and signal steps have been taken in advance during the past year; many minor ideas have been developed and brought forward, some of which, after trial, will be, probably, found worthy of perpetuation, while others will pass to the rear and obscurity. During the past year my attention has been called to dilation of the vagina, or even the os, carefully, in cases of severe vomiting during pregnancy. The vagina may be distended with a Molesworth or Barnes dilator, or with pledgets of carbolyzed cotton. I have tried in but one instance, and can only say in that case the result was very satisfactory. Several successful instances of this treatment have found their way into the columns of the medical journals.

An intra-uterine pessary for the correction of flexions of the uterus is a novelty promising well in some cases. A stone, varying in size and length to suit the case, split and its halves separated, is to be introduced within the cervical canal. The halves, separating after introduction, are designed to retain the instrument in place, and so long as worn it serves as a splint that renders the recurrence of a reduced flexion impossible. Of course where other intra-uterine pessaries cannot be tolerated this would, probably, prove a failure.

The pessary and the holder or handle, by which it is introduced, are ingenious devices, and I should consider them worthy of investigation. A weak galvanic current has been projected by making the halves of the instrument of different metals. I should have little confidence in such an arrangement. The respirator continues to hold a high rank as a means of diagnosis and cure in some of the diseases peculiar to females.

Intra-pelvic abscesses, from whatever origin or excuse, may be safely and easily explored and evacuated in this way, the nature and composition of ovarian tumors brought to light, and the evacuation of mammary abscesses may, in some cases, be thus advantageously effected. A great variety of uterine supporters are in the market, and it is hard to say where the next improvement will be made in these instruments. There is, however, a field open to our inventors in the construction of a better uterine repositor than has yet been produced, as neither the instruments of Sims, Skane or Elliott, singly or combined, are all that is to be desired.

Rapid dilation of the female urethra has of late been found practicable, and in many cases desirable. The patient having been anesthetized sounds or bougies of increasing size are rapidly introduced in succession until a finger can be passed, first the little finger, then the first.

But a very few remedies are required for the dilation, thus enabling the operator to explore the urethra and bladder for tumor or stone, and red incontinence of urine has followed, although the urethra remains considerably dilated for some days. Taking advan-

tage of this principle, specula of boxwood and ivory for the female urethra have been constructed of varying size and fenestrated so that through these openings any urethral tumors being made to protrude can be removed by the knife, the natural or galvano-cantery. These instruments may be introduced under anæsthesia without previous preparation.

Perhaps the contagious character of puerperal fever may yet be doubted by a few, although the weight of evidence decidedly supports the view. In this connection it merits mention from the proven liability of women, undergoing any surgical treatment, to become infected from contact with a medical adviser who is treating at the time cases of puerperal fever. I cannot too strongly urge and recommend the necessity of great care and rigid cleanliness in all gynæcological operations.

Not deeming that a description of cases treated could be of any interest of particular value in a paper of this kind, I have simply made mention of some points of interest and importance.

CHICAGO, *June*, 1876.

No. 3.

FEMALE DISEASES AND THEIR AVOIDANCE.

By S. B. MUNN, M. D.

The word "gynæcology"—from *gune*, genitive, *gunaikos*, a woman, and *logos*, a discourse—a discourse on woman and the peculiarities of her constitution and organism as compared with, or as differing from, man. A committee having been appointed to speak on the diseases of women, I must avoid trespassing on their ground, and shall confine what I have to say to women's peculiarities, and some of the causes of diseases peculiar to them.

Much has been said on the subject of woman's rights within the last few years, a demand for equality, etc., all of which we believe in. But what is equality? It does not consist in weight, in height, or in physical strength; indeed, the very fact that women and men are not alike, is the greatest blessing to both. Equality, as we understand it, is perfect freedom for each to fill the sphere for which they have a capacity and taste; but it must consist with diversity of mind, habit of thinking and doing. In all these woman differs from man in almost every particular; not that I would regard man as the superior. Women's tastes and the demands in their nature are so different from those of men that the former are frequently, I may say, generally, misunderstood. Men, very often on account of pressure of business (and some that are never pressed with business), do not bestow on their wives the consideration which they really need. The dissatisfaction and sorrow, which are almost inevitable, in time affects their nervous system and produces functional derangement both of the digestive and sexual organs, congestion of the uterus, and perhaps

hypertrophy, induration and ulceration. It is one thing to fancy a woman and pay her attentions before marriage, and quite a different thing to yield to her due appreciation and attention afterward and always. Such neglect, added to the exactions, and I might say, the inflictions of society, have a depressing influence and produce, or at least, predispose to many diseases peculiar to their sex.

Another and still greater cause of "female diseases" exists in incompatible marriage. Judging from observation, I am of opinion that more than half of the present marriages are of this character, and therefore contrary to nature. Frequently the habits and manners of connubial partners are not agreeable to each other, and they are not happy in each other's society. The reason why their sun never goes down is because it never rises. Such married life is darkness and disappointment that is only solaced by the death of one of the unfortunate persons. Such a state of affairs has its injurious and demoralizing influence on a man, but on a woman its effect is most cruel and terrible, producing those *diseases peculiar to her sex*, and the deathly feeling that life is without object and interest. If only suffering and premature death are the results, the persons are comparatively fortunate. But such persons will ask many questions that somebody must answer, or they will solve them for themselves. This whole subject of compatible marriages is worthy of more thought and consideration than any of us are willing to express.

Vivid emotion is another peculiarity of woman. We do not deny that man is more or less emotional, but it is certain that woman is peculiarly so. She is the first to be influenced by sympathy, whenever there appears to be an occasion; the first to go forward when there is a religious excitement, especially if the preacher is pathological, and tells affecting stories of love, and suffering, etc. Her emotions lead her frequently to excesses in labor, in works of charity, and self-denial, often to a degree producing debility. I once knew a woman who believed that she ought to and did fast, fourteen days, so that she became very weak, and that through religious emotions.

We think that women generally love with more intensity than men. Perhaps *that* causes one other peculiarity of women — jealousy; not that men are always free from it, but that women are so much more inclined to its excesses as to justify us in considering it a morbid passion especially peculiar to them. Cases have come under my own observation and into my hands for treatment, in which the patients had become diseased from jealousy alone, and without any good cause.

In conclusion, I will counsel women to know themselves better, and then to accept their own nature and its attributes, or from God, for better or for worse. But they should possess themselves, their own persons and conditions, "in sanctification and in honor." Especially should they avoid incompatible marriages. Their own happiness, their health and life, the health and happiness of their children, if they have any, the real good of society, are vital considerations to admonish them not to enter into marriage with those who are not adapted to them. One mistake is the marrying of a man several years

younger ; the odds should be the other way. But, if the rearing of offspring is not to go entirely out of fashion, and women are yet to be desirous of another destiny than the blight of barrenness, and its consequent unwomanliness, these are matters to be taken into account. The criminal population, the deformed, the deaf and dumb, the idiotic, the unbeloved, the constitutionally melancholic and unhappy, the weakly and scrofulous, are, to an overwhelming disproportion and preponderance, the progeny of unhappy and incompatible parents. It is a grave question whether, with all the sexual vice and social profligacy that exists and blotches over the entire surface of society, the engendering of such individuals is not a fountain of greater evil. Matrimonial alliances, contracted with an earnest affection, intelligence, and a good conscience, are sure to avoid these evils and to be productive of good. The world is better, the individuals are purer and happier, aye, and healthier for this.

WATERBURY, CONN., *June 28, 1876.*

PRE-NATAL CHILD-KILLING.

ITS RELATIONS TO WOMEN AND SOCIETY.

BY REBECCA V. ANTON, M. D.

Few cases, among the many which the physician is required to treat, are more undesirable and perplexing than the injuries resulting from foeticide — in which the mothers, whether successful in their endeavors or otherwise, are compelled to procure other professional aid. When calling attention to this subject, I do not propose to dwell upon the few cases that occur among the unmarried ; I wish to enlist the medical profession, at least my sister-physicians, in the endeavor to enlighten the public in regard to this practice among the married ; and of the great danger incurred to health and life by the woman who ventures to destroy the life of her unborn offspring, at whatever period of its existence. Nor will I pause in order to prove that abortion is often practiced by married women. The frequent mention of the fact by physicians, medical societies, and in the records of our criminal courts, affords ample testimony. Indeed, the number of physicians is but few who have not known or been required to treat women who have injured themselves in some way by producing or attempting to produce miscarriage.

The fact is recognized among medical men, that a miscarriage having once occurred, is always more or less likely to impair the health, and to induce a tendency to its recurrence in the event of a subsequent pregnancy. This is the case even when it took place from accident or any unavoidable cause. How much, then, the peril must be increased, and the health liable to permanent injury, when poisonous drugs, or mechanical interference is employed to cut short the

period of gestation. In addition to the derangement occasioned to the nervous system in such cases, there is always danger of hemorrhage, ulceration, peritonitis and death. This danger is greater in proportion to the advancement of the pregnancy. It is no exaggeration to assert that impaired health, dangerous disorder, and often death, occur in consequence of the attempts of mothers to destroy their offspring — “We speak that we do know, and testify that we have seen.”

If abortions were produced only among low, ignorant, poverty-stricken women, tied to dissipated husbands and a life of drudgery, the more fortunate among them might try with some show of plausibility to extenuate the unnatural act while bemoaning the sin and suffering. But such is not the fact. In every rank and condition of society we find the woman to whom it may be addressed, the woful accusation of the Hebrew prophet: “In thy skirts is found the blood of the souls of the poor innocents; I have not found it by secret search, but upon all these.” Unless physicians take an active part in pointing out the dangers which accompany this crime, and the laws are enforced against it more stringently, there appears good reason to fear an increase of the evil till the health as well as the morals of society shall become greatly impaired.

Few cases that come under the care of physicians require more tact and judgment than those of willful miscarriage; to manage them successfully, and at the same time prevent the disclosure of the culpable act, without involving their own good name under suspicion of having aided and participated in the crime. In some instances the woman herself is the only one knowing to the matter, and she will endeavor to conceal it from her husband, and even to mislead the physician — persisting till alarmed by her sufferings — in her denial of having had any improper means for such a purpose. The physician is in duty bound, in all these cases, to employ great circumspection both on his own account and on account of the family.

Such persons occasionally endeavor to persuade their physician to produce abortion, holding out very strong inducements for his cupidity — enough, sometimes, to put his firmness and conscience to a severe test. But the course is as clear for the honorable practitioner as the duty is imperative. Such inducements must be unequivocally rejected; he should further warn every one of the danger and set forth the immorality of such an act. It is the duty of family physicians to deal honestly and exercise their influence for the best ends, with those under their care. The physician that will consent to assist a woman to destroy her unborn child, except it is necessary for the preservation of her own life, deserves the greatest degradation that can be inflicted within the limits of his profession, and added to that, the severe punishment of the law. Even in the extenuated case, in which the expedient is considered necessary in order to preserve the life of the mother, it ought not to be adopted without the approval of professional counsel whenever such counsel is possible to procure.

A guilty woman is prone — if ill consequences do not appear

immediately following miscarriage — to flatter herself that she has experienced no harm. She will often be hard to convince that any disease which may afterward happen is the result of the violence which she perpetrated upon herself. But the intelligent physician is not thus deceived. Nevertheless, how many difficulties he encounters whenever he attempts to show to her that by such violence, or even by professional aid to produce a miscarriage, the laws of health as well as of morals are violated, and she exposes herself to many dangers. One will reply to him that there can be no wrong in the act, if it is performed during the earlier months of gestation ; there being a belief among many that there is substantially no life till the motion of the child has been felt. Another will plead, "My condition of health is such that it will not justify me in bearing children." Another plea is, "We are too poor to rear a family." Various other reasons are offered, the closing one often being this: "*There cannot be much wrong in it, for I never heard from the pulpit either a word of warning or condemnation.*"

With such ideas, and the encouragement and example of female friends, added to the general lack of physiological knowledge, and the too great neglect of parents and religious instructors to deal with the subject as its vast importance demands, the health-destroying and soul-destroying practice of foeticide is spreading. It is carrying immorality, disease and mortality into families from the lowest rank upward, through all grades in the community.

Society is sure to suffer from the physical and moral impairment of children born of a mother who has previously produced abortion upon herself and so injured her health. It is not easy to believe that a woman that has thought and planned the destroying of her former children, and actually perpetrated the cruel act, will be likely to transmit a humane and benevolent disposition and a high moral tone of character to such offspring as she may afterward permit to live. Like begets its like, as surely as the sins of the fathers are visited upon their children.

Nevertheless, women are not always the ones to be blamed in this matter. They are often prompted, urged, and virtually compelled by their husbands, to take measures to avoid bearing children. What right-minded person will think, without horror, of a man proposing to the woman whom he has solemnly vowed to protect and honor that she shall outrage all the holy instincts of maternity, and immolate her unborn child even at the risk of her own health and life?

That horror only deepens when we think of the prospective mother suggesting the matter to her husband and asking his co-operation. Think of such a consultation in a Christian land, even occasionally in a family that passes for Christian!

True, neither husband nor wife may call the act *assassination* while consulting together to take life — the life of their unborn child. But what is assassination, if such a deed is not? Webster defines an assassin to be "*one who kills, or attempts to kill, by surprise or secret assault.*" A child, from the earliest moment, has life, or it would never exist at all. With fair play it would live to become a good and

useful citizen. If the taking of its life before birth — killing it, or attempting to kill it — whether the period of existence is of one week's or many months' duration, is not a "secret assault," a "killing by surprise," in the most cowardly manner, it will be hard to designate any felonious act that comes properly within Webster's definition of "assassination," be the judicial construction of the offense what it may.

If such a family consultation as has been indicated should result in a determination to "kill" their child, the parents will have given it a smaller chance for life than the "Heathen Chinese" allow to their offspring. These are reported as only exposing female infants, after their birth, to the mercy of the elements, wild beasts, or the charity of the passer-by. Even the blood-thirsty Herod only sought to kill the children of one sex. But in this, our *Christian* country, the abortionist "kills, or attempts to kill," regardless of the sex of the victim of the "secret assault," in order that the mother may not be required to nurse or rear it, and the father to provide for it till manhood or womanhood.

Who will envy the meditations of such a couple in their childless old age? Others will be blessed with the affection and kind regard of their children during their declining years; but this lonely pair will have no such consolation or reliance. No emotion of joy or pride can come to them to excite and warm their hardened, forlorn hearts, in the hearing of the virtues, prosperity and usefulness of their own sons and daughters. If the aged woman bemoans her solitary condition, she is answered by the memories of young motherhood. She, too, might have been the mother of children to bless and care for her in her old age, if she had not, "by secret assault and treachery," destroyed the fruit of her womb.

But, I appeal, shall we condemn such unfortunates without pity or discrimination? Shall we not ascertain whether others are not partly to blame? It is certain that ignorance of the moral bearings of the case, and of the physical effects of such acts upon the mother, has had very much to do with this matter. If parents themselves, in times past, had but understood these things and had given their children proper instructions in regard to the relations of wives and husbands, mothers and fathers, the sons and daughters might have begun their conjugal life with more correct and rational ideas of its obligations and responsibilities. And if the preachers of the Gospel had performed their duty fearlessly and intelligently, if they had explained, in all its bearings, the commandment, "*Thou shalt not kill*," then the crime of abortion would never have gained such a foothold.

But the clergy have not been alone in this guilt of omission. Physicians, I fear, have not done what they might and ought to have done, both in regard to the enlightening of the public upon this subject, and the disfellowshipping of the members of their own profession who are guilty of the crime.

Timidity — to call it by no worse name — has, doubtless, prevented some from doing their full duty in the professional intercourse lest they might give offense to their patrons; when, by fidelity, to their

own knowledge of the right they might have done much to arrest the evil. Others there are who are even more guilty. Doctors have been found willing to abet the crime, and even to follow it as a vocation, till "the voice of blood crieth from the ground," and outraged law interposes by its too mild penalties. These are wretches, a disgrace to the profession of medicine, and a curse to society.

I am proud to say that such characters are rare exceptions among physicians of all schools of practice. Nevertheless, it is high time for the members of the medical profession to speak out distinctly and unequivocally upon this matter. They should act in concert to enlighten the people, else the crime of foeticide will continue to spread, and will extend itself, by its roots as well as branches, into the entire structure of society.

In conclusion, I earnestly hope that eclectics, and especially my sister physicians of that and every other school of practice, will take a noble stand to do their full share in the good work.

LEBANON, OHIO, *June*, 1876.

MEDICAL BOTANY AND PHARMACY.

BY ALEXANDER WILDER, M. D.

A distinguished gentleman, long associated in our fellowship, declared, and we think, demonstrated, in a public lecture delivered in Cincinnati, twenty-four years ago, that the adoption of the eclectic practice of medicine in the United States alone would save over 300,000 lives per annum. A statement so bold required both faith in its verity and courage to give it utterance. A quarter of a century has almost passed since its enunciation, and the faith of the man who made that declaration is yet unshaken in its accuracy.

More attention is due to this statement from the fact that a national organization exists, ostensibly a public health association, one of the outcrops of our late unfortunate civil war, that is endeavoring, by art and legislative legerdemain, to force all medical practice into peculiar and prescribed avenues. Its president has appeared, repeatedly, in the public prints, with assertions that the several schools of physicians were at agreement on the theory and practice of medicine but differed only in therapeutics; and employed this as an argument for depriving medical colleges of all power to confer degrees upon their students. I call attention to this matter not to take issue with it at the present time, but to suggest the importance of contending bravely for principles. We may, if we neglect precaution, discover that our lawgivers have added to the present system of proscription from places of trust and emolument, also disabilities in the legitimate pursuit of our calling. It is not half a century, nor longer than an ordinary generation of men, that the reformed practice of medicine was prohibited by penal laws, and experience ought to convince the

most skeptical that there would be little hesitation to enact them anew, if there existed the courage to make the endeavor.*

There is a difference, which is sometimes radical, between the reformed school and the other in regard to the theory of disease and the treatment which should be employed. Nowhere, perhaps, is this difference more emphatic than in regard to the disorders recently so common and deadly — pneumonia and diphtheritis. Our pathology is not always the same; our theory and practice must differ in consequence, and legislation which shall aim to combine us with men with whom we cannot agree, is a usurpation of the rights belonging to us both as citizens and as human beings.

We have regarded with disfavor every endeavor to blend our practice with that of other schools of medicine. It is not from any feeling of intense partisanship, so far as we are aware, that we have entertained this sentiment, for we love amity and hate controversy. But we have observed that these advances were attended with certain compromises, if not surrenders, of which there was advantage taken, while science itself gained nothing. I hold myself, that in the great world of knowledge there are no parties, but one commonwealth, whose fraternity recognizes no distinction of climate, race or nation; but in the little districts, where love of domination is more or less active, other considerations than those of the general welfare are likely to be very prominent. To these I would yield no conviction or principle; even any apparent compromising is pretty sure to eventuate in misunderstanding, if not in calumny and reproach.

THE ECLECTIC SUBSTANTIALLY A BOTANICAL PRACTICE.

The early history of the eclectic practice exhibits a close and even vital dependence upon vegetable medication. Dr. Beach, who made the first endeavors to formulate it, found it necessary to prepare a treatise on materia medica, which was principally botanic. The disciples of Samuel Thomson, who either failed to find it convenient to associate exclusively with their own professed brethren, or to make such association desirable, have been attracted toward the eclectics in considerable numbers, because of this characteristic. Indeed, much of the favor that we have received from the public has been due to the form and great variety of the vegetable remedies, which we have introduced and employed, which have given so wide and general satisfaction as to be widely pirated. It behooves us, as a matter of policy, if the consideration of principle is not all-potent, to keep close to our base. Better knowledge may enable us to medicate less, but it will not, reasoning from analogy, suffer us to fall into the use and preference of inorganic substances. These cannot become constituents of the body, or in harmony with its functions; and we should, when resorting to them, do so with a mental reservation and deep regret at our own ignorance.

* The attempt to proscribe "irregular" practitioners in Texas, after this fashion, has resulted most felicitously. A clause has been placed in the new Constitution on article 16, section 31, which settles all monopoly and proscription by organic law: "No preference shall be given by law to any school in medicine."

The time has passed, however, when we can proclaim ourselves to the world, as botanic physicians, if we are destitute of an intelligent comprehension of the science of botany. Contempt for technical scientific knowledge can only make the contemner contemptible. More exact and thorough information is now required and expected than many have thought necessary. Much of the opprobrium under which reformed physicians have labored has been due to the general belief that they did not possess such knowledge. It may be that much of it is undeserved; it certainly behooves us to make it so. For what has been accomplished let us rejoice and exult; but the demands of the future will surpass those of the past. Eclectic medicine has only made a beginning, and to hold its ground its students and practitioners must dig deep the foundations and build high the superstructure of their botanical knowledge. Druggists and pharmacists alone are not to be intrusted with the matter; the physician must be more intelligent than both.

HOW TO LEARN BOTANY.

It is no such difficult matter for the person who loves knowledge. Class-books are numerous and cheap which embrace, in compact form and language easily understood, the rudiments of the science. Much of the technology is very analogous to what is used in anatomical and physiological text-books. There is no road for a lazy man over the field, but for the student the labor is by no means difficult to accomplish. Classification, by natural order, has been made perfect enough to enable any one who masters the rudiments to go alone, and with little or no extraneous help to acquire a knowledge of botany, thorough in itself, and of utility in almost any vocation.

A previous acquaintance with Greek and Latin would lessen much of the difficulty, by dividing the labor of learning the technical terms as well as imparting a general facility for study; and I hope that, as time waxes apace, more strenuousness shall be enforced in regard to this matter. I have not learned how ignorant a man ought to be to assure him a successful career in life; but *the man who follows an occupation without a proper amount of liberal knowledge, cannot be correctly said to belong to a profession.* An untaught physician is not a professional man, if we use language properly. While I desire not to imply that knowledge of the classical languages is absolutely necessary to the physician, I do believe that a young person who has mastered them will find the attainment invaluable in the facility which it affords him in every field of study.

PHYSIOPATHISTS AND ECLECTICS.

In the distribution which incidentally is made between different vocations, botanic medicine and pharmacy seem to have fallen to the eclectics. I am not passing over or reflecting upon the physiopathists; but notwithstanding their choice and diligence to be regarded as a school separate from us, public estimation has substantially placed them in our ranks. Whether this is just or unjust, it is certain that there exists between the two a closer relation than would be the case

if they were not, in a great degree, fellow-laborers. If we seem to monopolize credit which properly belongs to them, it is not so much because of our cupidity as because we and they are so much alike. I acknowledge, and in a great degree subscribe to their favorite dogma of safe medication, and only regret that our ignorance does not make its universal application practicable. If they would dispense with mercurial lotions I would like them better.

Eclectics should, therefore, in justice to themselves, give the preference to vegetable substances whenever they chance to come into competition with minerals. The latter have no legitimate place in a physician's catalogue, except as expedients for "the present distress." A thorough knowledge of botany, especially as connected with medicine, will render any capable practitioner able, in brief time, to combat whatever diseases he meets with, in the most effective manner, from the vegetable pharmacopœia.

THE LAW OF CURE.

Perhaps, at some future day, the law of cure may be evolved by curious explorers, but what is known is so superficial as to be but empirical. We love to note theories and hypotheses in these matters, but can accept none of them as dogmas, or hardly as maxims. Our apprehension is that all foods and medicines act by some law of magnetic relation, which has been produced by organic force, and that their synthesis has more to do with the establishment of their peculiar virtue than any analysis can reveal. All which means that the law which renders one substance a food and another a medicine or a poison, and a third innutritious, transcends the present ability of the human intellect to comprehend. If a cup cannot contain another of equal or greater size, by analogy the mind cannot take in knowledge which exceeds its own capacity. At any rate, we are compelled to keep within the range of tangible facts.

OLD-SCHOOL PHARMACISTS PIRATING ECLECTIC MEDICINES.

Pharmacy, in eclectic hands, has contributed largely to the resources of the profession. In this connection I would remark that a settled purpose exists around us to wrest from the eclectic profession the credit of originality. Some time ago, meeting a physician, who had in olden time belonged to the come-outers of Massachusetts, a suggestion of mine was answered by an allusion to the code of ethics. I remarked that he astonished me, as he was an ultraist in religion and a very pagan of the dark ages in medicine. He declared there was no analogy in the two cases; the eclectics disagreed with the others only in medicines, and that their views were found in Professor Tully's works. I did not care to debate further; I had taken the man's measure, which was enough for once. It has been my fortune, repeatedly, to be fawned upon and praised by old school and homœopathic physicians having favors to procure, who did not afterward hesitate to snub me as an eclectic.

It is true, nevertheless, that the employment of mandrake, golden seal and lobelia have been denounced as quackery; and it is equally

true that podophyllin, hydrastin, and other medicines of that character, are now prepared by old-school pharmacists and sold by druggists to fill the prescriptions of physicians who have dubbed themselves "regular." In books and journals which are printed in Europe these are designated "the American Eclectic Medicines." I suppose that that pretty decisively settles the question of originality.

MEDICAL EDUCTS OR CONCENTRATIONS.

Many suggestions arise, however, in respect to the extraordinary eulogies that are bestowed upon the vegetable educts, which have, by some curious *lapsus linguæ*, been styled "concentrated remedies." I am perfectly conscious of what we owe to them. Podophyllin has done much to introduce medical eclecticism into fashionable society. Its hundred associates that have been named in the same manner have sustained it nobly. J. Hughes Bennett, perhaps, rendered an equivocal service when his scientific commission demonstrated that it was not chologogue and did not increase the flow of bile. I think that he taught us how to improve the art of prescribing medicine, and so accomplished much in another direction. Nor do I care if he put an end to the clap-trap about a substitute for calomel. It is as absurd to want a vicarious medicine of that sort as to desire a substitute for the Colorado beetle or western grasshopper. The true want is to do away with the principal. It is time to inquire, however, whether too much stress may not have been laid upon this peculiar extractive form. It is convenient, we acknowledge, and has a preferable appearance to the huge doses of former years. Yet two questions are left to solve—whether the educt is an actual concentration of the virtues of the crude product, and whether the new form is not itself more or less faulty. Many recommend the trituration of these articles with some milder or inert substance, declaring that in this way the results obtained are more satisfactory. If this is true, *it almost proves that the pharmacist was at fault in extracting the educt at all.* It is known that some dealers retail podophyllin mixed with the simple mandrake-root, and many buyers prefer this. But we object to the present form on physiological grounds. Podophyllin is not readily soluble. The law of chemistry, that bodies to act must be made fluid, holds true, in a very great degree, in respect to the medicine. This constitutes, therefore, an objection to this drug, and to others like it, that cannot easily be surmounted, and it must tend to remove them from the category. If the pharmacist can employ solvents more analogous to the fluids of the stomach, so that the educt will readily dissolve, an important point will be gained. I have never been clear that in the case of the mandrake gum, the mandrake root, or watery extract, was not preferable. In the matter of hydrastis, sanguinaria, asclepias tuberosa, and several others, I entertain a similar impression.

But it is not necessary to make this a subject for rigid and extended criticism. We are in quest of completer knowledge, and not of material to quarrel or find fault about. Wherever there is "a more excellent way" we desire to walk in it. Let giant Pagan rot and

giant Pope weep and howl about his code of ethics ; we are pilgrims, seeking a higher and holier abiding-place.

PHARMACISTS PIRATING AND NOT DISCOVERING.

Since the adoption by homœopathists and old-school practitioners of the American eclectic remedies in their more elegant form, their manufacture has been largely carried on by persons and houses carefully avoiding the designation of eclectic. Tilden and Keith would not, for the world, be confounded with Merrill and Garrison. One result has been a relaxation of energy among eclectics in this department, so peculiarly their own. Twenty-five years ago every active practitioner was eager to make some innovation, perhaps in the ambition of somehow identifying his name with an improvement.

Now, when we have more physicians and better educated ones, we hear more about new modes of treatment and far less about new remedies. Indeed, the "new remedies" of eclectic medicine are actually *old* for this age of steam, telegraphs, and giant powder. Competition from outside our ranks has not furthered invention and enterprise in eclectic pharmacy. Nevertheless, we do not despair in this matter. Though we have less to display, we may be making the most real progress.

SUGGESTIONS TO PHARMACISTS AND PHYSICIANS.

Eclectic medicine is NOT a mere system of therapeutics, but a reformed practice. In the latter particular it has its chief glory. Yet our fondness for novelty, perhaps, leads us to the wish that more apparent progress was perceptible in our explorations. Certainly, while the earlier discoverers are passing away, the younger generation should emulate them by widening the field of scientific investigation.

Meanwhile there should be more careful instruction given to students. Each should be required to be sufficiently proficient in chemistry to be his own pharmacist upon occasion. The knowledge of organic proximate principles will enable any handy and intelligent person to prepare his extracts, whether by tincture, infusion or decoction, so as to obtain their real virtues with the least waste or loss, and at the same time meet the wants of his practice. But pharmacy does not rest at this point. It is not enough to understand the art of extracting and preparing. Greater sagacity is required for combining. It is often best to administer no medicine alone. Even the homœopathists, with all their theories and protestations, mingle their drugs by attenuation and dilution, when they do attenuate or dilute. In other cases, as with quinia, or sometimes even with arsenic and mercury, their doses are best described by Dominie Sampson's favorite term — "prodigious." The object in pharmaceutical combination is to avoid large doses, intensify the effect with the least risk of shock, and obviate objectionable symptoms liable to attend the action of the medicine. Two or three cathartic medicines perform their office with far less inconvenience than either would alone ; and there is also a corresponding reduction of quantity, because each, by its peculiar

mode of operation, assists the other. The addition of carminatives, antacids or stimulants, is also beneficial, by obviating conditions which render the action of them more or less painful and unpleasant. It is known to every practitioner that the ordinary carbonates of soda, ammonia, magnesia or potassa, will exercise a peculiar influence, chiefly chemical, perhaps, upon the fluids in the stomach, as to render medicines more effective, and therefore causing smaller amounts to answer the purpose. Capsicum is noted for its stimulating effects, which make it a valuable auxiliary. The knowledge of these facts enable the pharmacist to compound his pills and potions so as to carry the principle of *multum in parvo* to its greatest perfection.

Another consideration should also be regarded. Every compounder of drugs should be required to make his medicines agreeable. The sugar-coated pill is not much of an improvement, but it is one. In the mingling there should be fragrant, spicy, and otherwise agreeable substances introduced to do away with the martyrdom of disgust which patients often experience. Half the contempt of the Thomsonsians was acquired from their rustic manners, and the other half from the repulsive forms in which they administered their medicines. Homœopathy acquired much of its favor from sugar, and the water cure from the fact that no drugs at all were used.

The Latin motto is a good one: *Fas ab hoste disceri* — it is right to learn from an adversary. We certainly, in our practice, and especially in our pharmaceutical preparations, ought to learn how to make our prescriptions agreeable, even till the children themselves “cry for” them.

MEDICINES FROM THE ORGANIC WORLD.

To conclude, let it be our aim to bring our materia medica entirely into the department of the organic world. To meet the demand of the times, our knowledge of plants and organic chemistry needs to be more exact, more scholastic, more extended. Botany should be regularly and thoroughly taught in our colleges, and every student should spend a reasonable time in the laboratory. A botanic physician, ignorant of systematic botany, is a living paradox; an eclectic unskilled in pharmaceutical science is far short of an ideal. Preceptors and professors are, doubtless, alike at fault. Colleges are more or less crippled in the endeavor to require a higher standard, because if one will not graduate a short-coming student, another will.

The imperfection of our text-books is also a great difficulty. Few students, comparatively, can afford the time and labor of wading through the details of inorganic chemistry for the slight smattering of pharmaceutical knowledge which is afforded — too little to be of much practical value, and too prolix to be readily understood. Very few of the teachers of chemistry, even in medical colleges, endeavor to make up this deficiency. They are seldom pharmacists, or even practical chemists, and few students who are eager to understand medical science and practice, are ever impressed with any abiding idea that it is of the slightest importance to have more than a cursory knowledge.

The evil growing out of this is, that physicians acquire the practice of depending on druggists and others to prepare their medicines. Let alone the imbecility which such dependence entails, there are comparatively few druggists who will not change a prescription, or compound it of inferior and cheaper articles for the sake of their own cupidity. Such things bring physicians into disrepute. Besides, the pharmaceutical preparations employed by eclectics are of varying strength, virtue and reliability, as they are now made; and the manufacture of them by old-school druggists and persons having no medical education, has not operated favorably in these respects. Organic products always deteriorate from contact with the air and light; besides, the facilities of adulteration are many and very tempting.

MORE WORDS ABOUT BOTANY.

We have also alluded to the indifference of reformed physicians to the study of botany. It is a disgrace to any medical school. But the text-books which would be invaluable to the medical student do not exist. He must glean what he wants for his science out of a mass of fashionable rubbish which is placed in the books to please amateurs, and serve the purpose of ladies' boarding-schools. The convenience of the Linnæan system of classification renders it more acceptable than the cumbrous, more obscure but more perfect, natural system by divisions, classes and sub-classes. But one of the two ought to be rejected. The extravagant employment of technical language, always a blotch upon the surface of a science, operates to render the study of botany distasteful. Few Americans are willing to learn so much for the sake of knowing so little. I know of no treatise on botany that contains more than the veriest smattering of the botanical knowledge which a physician ought to possess.

Permit, then, the appeal that these, our short-comings, be remedied. Let this association, let our State and local societies insist that botany and pharmacy shall be understood by our young physicians. By making it the demand we will make it the fashion. Our colleges will teach it then, and there will be proper text-books whenever it will pay to compile and publish them. A treatise on botany, prepared with reference to medical subjects, would be read in preference to words on *materia medica*. The influence would be to render our physicians more strictly botanics, and to heal the pruriency for arsenic, corrosive sublimate, and kindred abominations which occasionally attacks physicians professing to be reformers:

The same logic will also hold good in regard to works on chemistry, as related to pharmacy. One-half the time wasted on metallic compounds would be sufficient to give the student an insight into the *uses* and *rationale* of medicinal substances and pharmaceutical combinations, which would render him accomplished beyond others, and place him — if he has ambition and energy — on the way to the utmost eminence in his profession.

The period when superficial knowledge can be tolerated is passing away. Ambitious as we are for the exaltation of the eclectic school of medicine, we are exquisitely conscious that our knowledge and

intelligence must entitle us to such elevation, or we must occupy an inferior position. We are superior thus far because of our botanical and pharmaceutical merit, but except we add to them others will wrest away what we possess. The way before us is plain, let us walk in it.

MEDICINES AND THEIR THERAPEUTIC ACTION.

By A. B. WOODWARD, M. D.

It has pleased our executive committee to designate me to report on the effects of medicine in the system. I confess, at the outset, my inability to do justice to the subject. However, I have always made it a rule of life to do whatever was duly assigned to me as I best was able, leaving the events to Providence.

In reviewing the theory and speculations on the action of medicine in the system, I will not confine myself strictly to the one point of the action of different medicines, but will consider some things in connection with that matter, which some may consider as belonging to other subjects. I shall, however, run the risk of criticism. I said, "theory and speculations," because we have many arguments which are based on facts, proven by experiments, and at the same time a great diversity of opinions among practitioners on the subject.

But the "why and wherefore" of the action of medicine should be considered, with the fact vivid in the mind, that the great first cause, "the Lord God formed man and breathed into his nostrils the breath of life, and man became a living soul." That so God breathed into every human being the breath of life, which life is the principle on which we depend for any result from medicine, as well as for the assimilation of food that supports, and furnishes supply and waste to the animal economy. On that principle we depend for health and strength of both body and mind.

Then, suffice it to say, that in considering the effects of medicine on the human system, it will be proper first to know why medicine has any effect on the system. We might answer, in part, by asking whether medicine affects a body that is dead, or whether it have its usual effect after the vital principle has separated from the body? Of course the answer would be that it did not. Then it is conclusive that medicine affects the system because there is life within it. This life is called by different names, as *vital principle, soul, vital force, etc.* Some say that the soul can have nothing to do with it because medicine will act upon animals that have no soul. But I do not propose to argue this point. We will simply assume, for granted, that medicine has an effect upon the system only when "the house we live in" possesses the living principle; consequently the vital principle has *all* to do in dispensing and applying remedies. It receives them courteously, whether administered by skillful or ignorant hands, "as God lets men sin;" and if they are appropriate for the case it uses them

to repair such waste or injury as the system or case may require. But mind, nature never uses a carving-knife for reducing a simple fracture, nor does she dispense with any of the vital fluids willingly, even for the purpose of curing fevers, until the good of them or the restorative principle is exhausted.

But if the remedies are not appropriate in the case, the "house" not only suffers, but the vital principle is the more overburdened; having the unworthy servant to cast out, when she is already taxed nearly to her utmost in striving to overcome the derangement and bring about harmony. Although it may be received, as I said, "courteously," nevertheless, in some cases, nature meets the inappropriate drug at the door, as if to say: "You are not the tool I want; you can come no further; you will only be a detriment," and so lays it by before it enters the stomach. Indeed, when we take into consideration the peculiar action of drugs in the system, we are often inclined to wonder that "a harp of a thousand strings" should keep in tune so long, when it has been treated exactly according to our books, and our present analogy.

But, thanks to progressive medicine, there is an "emancipation proclamation" that will, not far in the future, rescue from pain and death, yes, from a thousand deaths, from the effect of drugs which have no affinity whatever for the human system, which nature loathes, because they are her most fearful enemies. Medicines do not have a kindly action on the system, and are not dispensed to certain organs in peculiar conditions, except as the vital principle recognizes them as a helpmeet, to assist as assistance is required, and the very thing required at the given point. But *how* it is so dispensed, or *how* it operates in the system, is more than we can tell. We only know that it does produce certain effects, and sometimes we are able to satisfy the minds of inquirers, who take all book-knowledge for granted, and do little thinking on their own account. At the same time, nevertheless, ~~we~~ we have good cause to distrust our own explanation. How medicine acts is involved in as much mystery as other *occult matters*, which we will never know until we have progressed farther in knowledge, or are able to see with different eyes, and perceive with a more clairvoyant comprehension the thousand ways that the integrity, the oneness, or spiritual principle may be disturbed; and till we can understand why the many so-called different diseases, or pains and aches, arise from one disturbance of this principle, or oneness, or soul.* If we venture to apply remedies, when the soul, spiritual

* As Dr. Woodward is here impinging upon the Pauline and Platonic ideas of psychical existence, he and our other readers will pardon the insertion of a note defining them more explicitly. The apostle, and indeed all the Biblical authors, recognize man as having a three-fold nature: the *flesh*, or corporeal system; the *psyche*, or soul, the seat of sensibility, appetite, passion and desire; and the *spirit*, called by many the mind, reason, soul or rational soul — the higher and diviner entity. The psychical nature constitutes the self or personality. The phrase, "his own soul," in the *gospels* inscribed to Matthew and Mark, is complemented by "himself" in Luke ix. 25. The philosophers make a similar distinction, only using several different designations. The body was the vehicle containing the soul. The soul or *psyche* is the seat of the passive sensibilities, by which it is brought into relations with the external world; and is, in a certain sense, "mortal and corruptible." The higher

nature, or vital force, is itself insufficient to control or harmonize these different disturbances, or to restore healthy life, the remedy might as well be administered to a lump of clay.

In some cases, as in the effects of alteratives in the system, we may observe, by contrasting one day, or one week with another, that there is a change; that the remedy is assisting nature in removing the worn-out materials, and is supplying new and healthy elements with the assistance of a rational diet. We consequently perceive a change for the better; but how it is accomplished we cannot explain. We must be content when we arrive at a specific action of a certain remedy, when there exists a certain condition, to rest assured that we are doing well. This knowledge is a good point gained.

Can we arrive at the action of a remedy in the system from a knowledge of the inorganic elements which the articles possess? Our chemists give us the accurate amount of inorganic elements which each possesses. They not unfrequently find about the same elements in two different articles, and yet these two articles will almost as often have directly opposite effects on the system.

We know that diaphoretics produce a determination to the surface; that cathartics increase the peristaltic motion of the bowels; that nervines quiet irritability of the nerve-centers. But how the vital principle dispenses and brings about these known effects we know not. We are often not fully aware of the amount of injury that is done by administering the wrong medicine; we are very liable to think we know all about the *why* and *wherefore* of the operation of medicine in the system, when we know but little; and at the same time imagine that what we do not know is not worth while to bother with. But there is much for us to learn and understand. We are in our embryo state of knowledge in regard to these things.

The first study of a physician in the application of remedies is to know what constitutes a normal condition; second, to learn the different diseased conditions, whether negative or positive, the cause and effect, etc.; and third, the specific remedy. It should be the aim to give nature the right tool with which to strike an effective blow in the right place; and not spend so much time in studying analogical phraseology. The better way of instructing the young practitioner, is to explain morbid conditions, and what will meet those con-

or divine part, the "oneness," as Dr. Woodward calls it, very properly, is styled by Plato the *auto* or identity, the *nous*, or interior and intuitive mind, and by Socrates the *Daimonion*, usually rendered *demon*, but more correctly *the divine entity* or principle. "The Deity himself," says Plato, in the *Timæus*, "formed the divine, and delivered over to his subordinates the task of forming the mortal; they receiving from his hands the immortal principle of the human soul, fashioned, subsequently, the mortal body, which they consigned to the soul as a vehicle, and in which they placed another kind of soul (the psychical part), mortal, the seat of violent and fatal affections." Indeed, as we view the matter, the spirit or interior nature is rather above than within; and the soul, instead of having its abode outside the body, is a *nebulous aura*, which not only permeates it, but exists outside, extending to an indefinite distance from its surface. It is as though the body stood or reposed inside an ovate of tenuous mist, by which it is held alive and made organic. This tenuous substance is living thought and perceptivity, like the fabled body of an angel or god, and is capable of exercising powers and functions of which we hardly imagine the existence. A. W.

ditions promptly. I am happy to know that eclectics of the present day are getting out of the hard-beaten foot-prints of their predecessors, and taking one step in advance in the theory and practice of medicine. But the door is only just opening, and the true light of medical science just beaming through. Perhaps some of us think ourselves at the acme of our profession; but if we could see the advance which will be made in the next century we would be spell-bound at the view of our own ignorance of to-day. I have deeply to regret that I had not been taught conditions and the specific antidote for each certain condition, instead of the old round-about *road* of general treatment; emetics, cathartics and tonics, for example; I had not been taught that a certain yellow coat of the tongue called for podophyllin, and that when the index of the stomach pointed to that remedy, a small alterative dose was sufficient; and more, that when podophyllin is thus indicated it will not sicken, if given in rational doses. Also, that a soft, full and frequent pulse calls for *veratrum viride*.

Just here I must dwell for a moment on the *use* and *abuse* of *veratrum*. The rational way of employing *veratrum* is in small and repeated doses; for adult patients, five to ten drops in half a tumbler, or four fluid-ounces of water, giving a teaspoonful every half-hour, hour, or two hours, as may be required to establish a healthy diaphoresis in any case of fever; and if combined with aconite, the same rule to be applied to that article — the rule of small and repeated doses. But when given in heroic doses the healthy diaphoretic effect is thwarted. Not only is it the safest, and surest diaphoretic, but the safest, and surest expectorant when given in the same way, which we have in the whole category of expectorants; and it is especially adapted to cases of children, and even young infants, when given rationally, in all diseases of the throat, especially the chest, and stomach. I cannot say too much for *veratrum*; I find it indicated in all types of fevers from inflammatory to typhoid. In typhoid conditions, when given properly, it not only keeps up a constant, steady determination to the surface, but it has a tendency to cleanse the ulcerated mucuous membrane of the throat, stomach, and first passages, and likewise when necessary to keep up a healthy expectoration. When Keith & Co. commenced preparing the article, I procured a small quantity, and my experiments with it soon showed me its proper use. But I prize Norwood's tincture more highly. Nevertheless, I believe that much harm has been done with *veratrum* by administering it in heroic, "kill-or-cure" doses. But when given properly and rationally, there is no remedy so safe and sure as a diaphoretic expectorant, and when combined with *cactus* to regulate the action of the heart, *cactus* being especially a heart-tonic. The experience of years in the use of *veratrum* gives it the first place in my pocket-case. Heroic doses of *veratrum* may answer in some cases peculiar to females, but in twenty-eight years' practice I have not found them.

Aconite is another remedy which gives the best account of itself when given in small and repeated doses. In fact, I do not believe

in large, "heroic" doses of any sedative remedy. Their administration is only taking the business out of nature's hands instead of assisting her; and it takes the system very much longer to recuperate from a full sedative dose than it would to remove the urgent symptoms by a reasonable *diaphoresis*. There are too many cases of poisoning by aconite, which ought to be reported, but are not, because physicians do not really like to report their own ignorance or blunders; so it is believed by the friends that all was done that could have been and that the event was God's will. So the physician contents himself, being fully aware that the dead tell no tales.

Gelseminum is of great value as an antispasmodic and diaphoretic in excited conditions of the brain, and fevers. It is used with great advantage in connection with aconite, and veratrum; but it should never be given in a negative condition, with dilated pupils, a lifeless expression of the countenance, and clammy condition of the skin, because if there is not sufficient energy to establish a reaction, death is the consequence. In fact *rational* doses of medicine are like angel's visits in this sense: that when they are directed to the condition and are such as harmonize with the vital principle, are a blessing to the sick. But how often, when we intend to administer rationally, we become impatient and nervous about the effects, and instead of waiting nature's time to employ the remedy, and produce the beneficial effects; we double or triple the dose, and what is worse, throw in half a dozen different kinds at once. If the functions are sufficiently discriminating to distribute the good, if any, and discard the bad, the patient, by the kindly efforts of nature, will often recover with a broken-down constitution from the effects of the kill-or-cure dosing. Indeed, if any good results follow such treatment how do we know which of the bullets hit the mark; which of the remedies aided to overcome the improper remedies; or, what benefit was that case to the physician in his research after truth in the practice of medicine?

About the evil and the good of cathartics a volume might be written. That cathartics sometimes do good, if used rationally, I admit; and that cathartics have rendered many cases uncontrollable and fatal, which might have recovered by the efforts of nature alone, I also insist. But I believe that the latter cases are very much in excess of the cases benefited. The time was when cathartics were abundantly administered, even by eclectics, every day, or at the farthest, every other day, in all cases of fever. The consequences were a dry and parched tongue and mucous membranes, generally calling for turpentine, emulsion, and the like. I used to be troubled that way very much when I treated cases according to the older books. But if I am troubled that way now it is because I fail to control a diarrhoea. A purgative dose, of any kind, I care not what, in case that it operates as we expect a full dose to operate, will invariably, by reason of the irritation which it produces, produce a dryness of the tongue and mucous membranes generally, especially in fevers of a typhoid type. This, too, when the membranes of the stomach and bowels require the greatest amount of rest. Such is the precise action of that mode of treatment. I do admit that in

some cases, and in some seasons as well as in certain instances, we should choose between two evils, but in making the choice we should use all the judgment we possess, that we may not do more harm than good.

I wish to notice a few of the recent remedies, as eucalyptus and a few others. From my experience with eucalyptus I prize it very highly. It acts as a general alterative, increasing waste and supply silently, and bringing about a healthy action in morbid conditions generally. It is one of our best remedies in all bilious affections; also one of the best antiseptics. It is retained by the stomach when the preparations of cinchona are rejected, and it has stopped chills for me when quinia failed. It appears, also, to have a restorative effect upon the general system, and to keep up a general and healthy determination to the surface. I once treated a case of facial neuralgia successfully with the article which had baffled all the popular remedies. It controlled the pain in three days, and the first that it had been controlled in three months. The case had been of seven years' standing. The patient was a lady, aged forty-two years, and possessing an "erysipelatos diathesis." An entire healthy change was produced in the whole system, and the remedy thus proved to be specific for that case — just what had long been required.

I might go on and say that the medicine operated on such and such nerves directly, without any assistance or any thing to do with the vital principle, and so employ a great many terms in explaining that it acted directly on the great sympathetic system, on the cerebro-spinal axis, pneumogastric nerve and special senses, regulating the metamorphosis of tissue, the base of secretion, excretion and nutrition, and by its infinitesimal ramifications on the coats of the blood-vessels, giving tonicity to the capillaries. And when I get through with all this and more, I could better it by simply saying that it cured the case; because that would not be guess-work. It was just the tool that nature wanted for the accomplishment of that particular "job," in a way we know not how.

Polymnia uvedalia is another article I prize highly as an external and internal alterative. It removes unhealthy obstructions and worn-out tissues, and thereby gives place for a healthy supply. It is a sure specific in lumbago, applied externally in the form of ointment; also for chronic rheumatic pains, but is not a remedy for positive or acute diseases. It clears the skin of any form of chronic erysipelatos affections, as salt-rheum, and its other "heads and horns," scirrhus affections of the uterus, chronic vaginitis, etc. Its effect in cases of the enlargement of the spleen and liver have already been set forth in our periodicals.

It is truly amusing sometimes to read, in our medical publications, articles from different M. D.'s concerning the action of certain remedies, explaining, bravely, that they act directly on certain nerves of the brain, in a certain way just so and so; as though it was the simplest thing in the world to understand, and they were able to tell the whys and wherefores of the process, when it was wholly guess-work. Of course it seems very good until we find out something positive.

It does very well for the readers of a book or journal who never do any thinking on their own responsibility, and take every thing for granted. There are a few things, however, for all such writers to learn. It is possible that it may yet be an admitted fact that consumption, certain forms and varieties of dyspepsia, erysipelas, salt-rhenm, catarrh, and other difficulties, instead of being so many different diseases, are all produced by one virus, diathesis or condition of the blood, only differing in mode of development or point of location, the effect of many influences to which we are subjected. If there never was a disturbance in the integrity of the system, the harmony of the "oneness"—which is a combination to make up the soul or living principle—there would never be a diseased condition. But when there is such a disturbance it gives rise to disease, and sometimes requires assistance in setting the man in order again. I repeat; any pain, I care not where located in the system, evinces a disturbance of that vital principle or unity—the organization of motion, life, sensation, and intelligence—which receive and applies both food and medicine in the body.

"Paulinsa," or "quarana," is a remedy which applies in all atonic conditions of the stomach, especially if attended with a bilious or atonic condition. It acts very mildly but surely; stops sickness at the stomach; gives tonicity to the digestive organs; quiets irritability of the nerves; eases pain, and paves the way for more energetic tonics when necessary.

In regard to "concentrated remedies"—as they are incorrectly denominated—as podophyllin, leptandrin, macrotin, senecin, and all of the "concentrated powders," they should be triturated with sugar of milk, or some like article, before being administered. I am well aware there is much theorizing in regard to this point, but experience affords the most positive testimony on this point. The proof in favor of triturating such remedies is: First, that it will require much less to produce the same effect; second, that it is less liable to sicken, and consequently is the better assimilated; third, because *nature says so*; as we can plainly perceive if we have the *eyes* and *faculties* that belong to a physician.

Grindelia robusta speaks for itself; in asthma, especially, I have seen patients who would declare that they could breathe easily in less than one minute after the dose had been swallowed. I also find that a dose much smaller than is recommended, is sufficient in most cases. I also observe a great difference in the fluid extracts made by different manufacturers. But when you get a *good* article of grindelia, you have uniform results from it. In asthma, especially, it shows its specific and beneficial action.

It is somewhat difficult for young practitioners, and in fact some old ones, to make up their minds in regard to the action of medicines in the system until they have had sufficient experience. This is especially the fact, if they take more than one professor's opinion, because teachers, like other men, vary so much in their opinions. This shows wrong somewhere; that they have not yet arrived at the true standing-point of knowledge. No *theory* will amount to much that

cannot stand the test of experience. If we ever arrive at the knowledge of *invisible* forces, acting upon invisible matter, we will then have harmony in our theories. But it is only by observation and experiment that what little knowledge we have has been acquired.

But theories cannot alter truth; a truth that is a truth to-day is a truth for all time. Besides, we are as likely to learn from the experience of the silent practitioner, who observes for himself, as from the professors of different colleges. When the theories of different schools of medicine shall be blended in one, and we find harmony there as there is in the vital force, we may hope to find the truth. But as long as prejudice, bigotry and exclusiveness prevail, as we every day find in the school calling itself "regular," and, as perhaps exists among physicians of the new school of practice, the people can have little ground for confidence in there being much of either truth or good in the theory or practice of medicine. But I thank God that a bright day is dawning upon the human race, and especially in regard to the mitigation of sufferings from the effects of pernicious drugging, in accordance with the directions of a practice begotten in ignorance, cherished by bigotry and prejudices, and worshiped because of the most pitiful, if not idolatrous delusion.

I would be glad, if I had time and space, to give my experience in regard to the effects of different remedies more in detail, and I beg leave to say, in justice to *phytolacca*, that if there is a specific for glandular affections, it is *phytolacca*. I, however, aid it with *polymnian* ointment. In justice to *eucalyptus*, I would say that in diseases where an antiseptic is required, it is the remedy. I have used it, combined with *veratrum viride*, in cases when there was a putrid condition. The effects were most decided; putrescency was arrested at once. To prove its antiseptic power, moisten your hands with it, after making an examination in cases of retained placenta; or use it in such cases for vaginal enemas, or in putrid dysentery, with *veratrum*. It will speak for itself. Indeed, I find no remedy equal to *eucalyptus* in cases of scarlet fever, diphtheria, or any diseased condition of the throat requiring an antiseptic, and in putrid excretions from the bowels, I know of no remedy so prompt in its action in correcting them and bringing about a normal condition of the secretions and excretions, generally; in bowel complaints it should be combined with *veratrum* or *gelseminum*, as the case may require.

I believe that the leaves of the spice bush will soon take rank next to *eucalyptus* as an alterative and antiseptic. It has also decided diaphoretic properties; and if the bark and leaves are used together, it is equal in power to *eucalyptus* itself. I earnestly desire that some of our thoughtful and observing readers would give the spice bush a fair trial, and report to us the results. With this suggestion I conclude.

TECKHANNOCK, PENN., *June*, 1876.

REPORT ON NEW REMEDIES.

BY W. HOPE DAVIS, M. D.

It is with emotions of pride and pleasure that I address this, our national association, upon a topic of general interest to physicians. My design is to discuss the therapeutics of remedies, most of which are new, although several of them have been the subject of careful experiment and study. It is by no means improbable, as I am fully aware, that many such agents, having attained a good reputation, will, nevertheless, in time, lose ground and finally sink into oblivion.

The materia medica is already staggering under too heavy a load, and I have no desire to cast upon it any additional burden. I have, therefore, endeavored to select material that exerts a positive influence upon disease. Take from the materia medica those remedies which are prescribed in a general way for the treatment of all diseases, and we have few left, and "that few" may be looked upon with suspicion by many on account of their decided narcotic properties. "All medicine is *poison*," says Dr. Scudder; and I agree with him in this, for unless the drug possesses some such principle we need expect little benefit from its administration. But we must give the remedies in *medicinal* and not in *poisonous* doses. Every thing was known about aconite 100 years ago; the virtues of nux were not known until recently, and more remains to be found out; and ergot is yet to undergo a searching review, and the study may develop new properties in the drug. Samuel Thomson, the enthusiastic student and admirer of lobelia, may have observed qualities in the medicine that we fail to see; and yet he may not have discovered in it all there is to be known. It requires enthusiasm to test a remedy. Brown-Sequard brought out the remedial powers of the bromide of potassium, and conveyed the idea that the agent was more powerful in controlling disease than it is, yet the discovery is valuable. Most new remedies are forced upon our notice by enthusiastic advocates, and are we to despise every thing new because it fell short of our anticipations? Mercury was crowded into the materia medica by a man who carried his points as if by steam; his enthusiasm equaled that of Samuel Thomson — the one introduced lobelia, the other mercury; both gained many ardent admirers, and both were called quacks by those who were opposed to innovation. The champions of blood-letting were aggressive, pushing an idea with a zeal worthy of a better cause; and those who have opposed phlebotomy have manifested as much ardor in bringing about its overthrow.

Twenty-five years ago our honored professor, Dr. John King, discovered a method of extracting podophyllin from the crude root; and physicians of our faith everywhere embraced the remedy as if it were the most valuable medicinal agent in the world. It was pronounced a *substitute* for mercury — a chologogue, though I believe it has been proven that neither are real bile-persuaders. It has been manufactured by the ton, and is now used more extensively by the allopaths than by ourselves. The early admirers of the drug used

it on all occasions — it was alterative, laxative, and almost every thing that is good. It was employed in unreasonable — in poisonous doses. An old-timer once said to me, “No matter what ails the patient, give podophyllin.” This was the argument of the allopaths, “No matter what the disease, give mercury;” and the Thomsonian would say, “No matter what the ailment, give lobelia or a course of medicine.”

Who has not hung his head in shame for the cundurango swindle? and how long will it be before we are swindled again in some other way! The cheat will go on as long as indefinite action is required of a drug. When we seek a remedy to cure typhoid fever we look for too much; the disease is a combination of symptoms, each, perhaps, requiring different drug-action. I have no doubt but stone-root will cure many cases of piles, but the disease depends upon so many causes, and assumes so many phases, that it would be idle to suppose hamamelis or any other drug would cure all cases. When the capillaries and veins of the anus and rectum need constricting or contracting in order to have a cure performed, stone-root will do it every time.

We now come to the introduction of remedies by men of our time — remedies which are given to overcome definite pathological conditions, ignoring names of disease, and directing attention to symptoms only. The first of these specific agents which I will name, is guarana — a medicine which has been highly commended for the cure of nervous headache. Will it overcome pains in the head? That depends upon the cause of the aching. When the pain arises from irritation of the pneumogastric nerve, the agent will do good. Nitrite of amyl will cure a headache that comes from a different production — from lack of blood in the cerebral vessels; therefore it requires several agents to cure headaches that depend upon a variety of causes.

Phytolacca is a remedy of value for overcoming lymphatic and glandular enlargements and tumors. It has specific power in arresting diphtheritic formations in the fauces and pharynx. Prof. Scudder, in the E. M. Journal, says: “This remedy is useful in mammary irritation and inflammation, in the sore mouth of a nursing child, for some cases of nursing sore mouth, in sub-involution of the uterus, in enlargement of the sub-maxillary and cervical lymphatic glands, for sore mouth and throat, and diphtheria.” The agent has been found an excellent one, of decided action, in the reduction of swollen glands when applied as a poultice.

Pulsatilla is a remedy which is new to most of our physicians, therefore I mention it as a novelty so far as its practical applicability is concerned. It is an agent that can be depended upon to allay nervousness, especially when springing from irritability of the reproductive organs. The symptoms denoting when it should be given, are fear of impending danger, dizziness, difficult deglutition, weariness, gloominess, a general feeling of dread, and in some cases of pain and spasm, as in hysteria. A dose of the tincture is from three to five drops, repeated every hour until relief is obtained.

Koumiss, a remedy originally made from mare's milk, is an agent which has grown into notoriety as a restorer of physical and mental vigor. Its chemical combinations show that the lactic acid contained in it is in quantities capable of improving the digestion, and thus indirectly acting as a promoter of strength. In excited states of the temperature and pulse, koumiss exerts a restraining influence. The agent is restorative in diseases of the respiratory organs, and general debility.

Salicylic acid has lately come into favor, and promises to do more than was first claimed for it. Its antiseptic properties are valuable, but the salt being somewhat insoluble it has not met with that general acceptance which carbolic acid has. At first there was nothing said about its power to diminish the great heat of the body depending upon the chemical decompositions brought about by phthisis and inflammatory rheumatism. As a remedy of this kind salicylic acid has no equal. I have used it in diphtheria to destroy the putrid odors, and to arrest destructive metamorphosis, and my fullest expectations have been met. It is a remedy of value in fevers with putrid tendencies.

Rhus is another agent of value in a variety of morbid states. There are three varieties of the plant, but all contain nearly the same medicinal principles. *Rhus toxicodendron* is the one mostly in use as a remedy. Dr. H. L. True, of Ohio, has used the agent extensively, and speaks of its qualities in the most glowing terms. He claims to have relieved serious bodily ills when all other remedies have failed — when it was thought that gangrene and dissolution must certainly take place; yet by the timely administration of this agent the patient was relieved and a calamity averted. I have seen it relieve some of the worst phases of erysipelas. Prof. Scudder gives the remedy a place among the most valuable in the materia medica. It would require too much of your valuable time to recount the many morbid conditions that I have seen overcome by the action of rhus.

Yerba santa, or *holy herb*, is another agent which has been introduced to our notice. It grows plentifully in California, and its uses have been interestingly detailed by Dr. J. H. Bundy, of Colusa, Cal. Gentlemen of the convention are too familiar with Dr. Bundy's account of the remedy to require a repetition at my hands. From what Dr. B. has said, and from the comments of Dr. Scudder, it is reasonable to presume that in yerba santa we have an excellent lung remedy. It would not require a stretch of the imagination to presume that this is a medical agent which is to accomplish more than has been claimed for it. Let the work of investigation go on.

Æsculus glabra, or buckeye, is yet another medicinal agent which is comparatively new, and needs experiments to prove its range and scope. When administered to the inferior animals in large doses it irritates the intestinal track, and produces a protrusion of the anus as in piles; and it exerts a prostrating effect upon the nervous system. But these effects are from the agent when given in poisonous doses. In medicinal doses the agent creates no violent action, but

tends to restrain griping, hemorrhoidal prostrusions, and pelvic congestions.

Polmnia uvedalia is a remedy which has been prominently brought before the profession by Dr. J. H. Pruitt, of Arkansas. There is no question but the agent is of inestimable value in those diseases of a scrofulous nature which are so common, and which are so difficult to eradicate. The action of the remedy upon hypertrophied organs is quite remarkable. By it enlargement of the liver and spleen has been positively reduced.

Ailanthus is an agent of great therapeutic value, but enough reliable information is not yet obtained concerning it to call for a long dissertation. It will relieve fullness of the head, dizziness, palpitation of the heart, shortness of the breath, and soften a tense pulse. It stimulates the capillary vessels, relieves congestion of the mucous membranes, causes a free circulation of the blood, relieves spasms, and prevents an excited state of the nervous system. It has been favorably recommended in diseases of the bowels and stomach, especially in inflammation of those organs. Epilepsy has been cured by it, and nervous paroxysms of an hysterical nature. It will be seen that the range is sufficient to warrant further experimentation with the remedy.

Jaborandi is a South-American plant which has come into notoriety from the marked effects said to have been produced by its administration. It is reputed to reduce glandular swellings, and it has cured diabetes. Foreign medical journals have contained elaborate accounts of cures produced by jaborandi during the last year or two. The medicine was taken from South America to India, and there its reputation grew until it reached Europe. If it proves to be a specific in diabetes its value will be greater than any remedy disclosed in modern times. The worst to be feared is that, like cundurango, it will prove worthless.

Grindelia robusta is the last of the "new remedies" I shall have time to mention on this occasion; and I hope that enough have not been introduced to make you weary. The flower-heads of the plant contain the essential part of the medicine, though the shrub contains a large amount of balsamic resin which is medicinal. This balsam embraces an oil which gives off the characteristic odor. Alcohol readily takes up the medicinal principle of the herb; and the tincture is prescribed in from ten to thirty drop doses. It proves to be a demulcent, relieving irritated and excoriated surfaces; it is said to antidote the bite of venomous insects and reptiles; and it will cure specific urethritis and vaginitis. It allays venereal excitement, and is therefore valuable in gonorrhœa; it also soothes congested mucous surfaces. It has been employed successfully in conjunctivitis, and purulent ophthalmia. I have used grindelia upon crural ulcers with the happiest effects. I do not think any other remedy will so readily and certainly promote reparative action in indolent ulcers on any part of the body as this. I intend to experiment largely with this remedy, and trust that others will do the same thing. The agent thus far promises well.

SPRINGFIELD, ILL., *June*, 1876.

REMEDIES AND THEIR THERAPEUTICAL ACTION.

By D. E. SMITH, M. D.

Castanea vesca. These leaves have recently been recommended in the treatment of pertussis. I have used them, in a few cases, in this disease, and so far with marked benefit. From recent experiments, chemical and otherwise, I find the infusion made with boiling water the most reliable method of administering it,* as by the following formula:

Recipe: *Castaneæ vesca fol.*, one-half ounce; *aquæ bullientis*, one pint. When cold, strain, sweeten, and give *ad libitum*, or one tablespoonful once in two or three hours.

Administered in this way it seems to shorten the paroxysms, and lengthen the interval between them. It is, probably, one of the safest and surest remedies in whooping-cough of which we have any knowledge.

One of the best remedies I have ever used for hemorrhage (epistaxis, hæmoptysis or uterine hæmorrhage), is the following:

Recipe: *Lauri cinnamomi*, tinct., two drachms; *acidi sulphurici aromatici*, one drachm. Mix.

Sig.: take ten drops in a teaspoonful of water every half or one hour; keep the patient perfectly quiet.

One of my favorite prescriptions, and one which seldom fails to arrest hæmoptysis, is as follows:

Recipe: *Acidi gallici*, one scruple; *aquæ ferventis*, six ounces; *spiritus vini gallici*, one ounce. Mix.

Sig.: Dose, a desert-spoonful every three, five, ten, thirty or sixty minutes, according to the severity of the attack.

An excellent specific for uterine hemorrhage, and one which I have used successfully for the past quarter of a century, is as follows:

Recipe: *Pini canadensis*; *hamamelis virginianæ*; *lauri cinnamomi corticis*, pulv., of each one-half ounce. Mix, and add a pint of boiling water, strain, and sweeten with loaf-sugar. Then take, when cold, one tablespoonful every three, five, ten, twenty or sixty minutes.

This compound will rarely disappoint the practitioner. It is one of the specific remedies for this form of hemorrhage. I have frequently arrested, at once, a hemorrhage from the nose by snuffing up the nostrils a small quantity of Mansel's styptic (*ferri persulphas*), or a solution of the same thrown up the bleeding nostrils with a syringe. Dr. H. E. Firth, a physician with an extensive practice, whom I have long and intimately known, and who has my entire confidence, says of the formula given below: "It is one of the best known for passive hemorrhage of the uterus."

Formula — Recipe: *Aluminæ sulphatis*, pulv., one drachm; *secalis cornuti*, tinct., four drachms; *lauri cinnamomi*, tinct., four drachms; *aquæ menthæ piperitæ*, one ounce; *aquæ*, sufficient to make six ounces. Mix.

*Transactions of the Eclectic Medical Society of the State of New York, volume ix 1876.

Sig.: A desert-spoonful every half or one hour during the hemorrhage, then every three or four hours.

An excellent remedy for the long or stomach worm, is the following:

Recipe: Santoninis, one ounce; jalapæ, one drachm; sacchari albi, two ounces; sacchari lactis, three ounces; podophyllini, one and a half drachms; sodæ bicarb, one drachm.

The articles should be pulverized and intimately mixed by long trituration. The dose is from three to ten grains at bed-time, to be repeated in the morning, if it does not operate on the bowels. It is best to give it fasting. We have used the above formula for this variety of worms at the Brooklyn Eclectic Dispensary for the past seven years, where 10,000 patients are treated annually. All the physicians who visit and treat the poor, at this dispensary, unite in saying that it is the best compound for worms they have ever used. They all prescribe it in their private practice. It is pleasant to the taste, safe in its effects, and rarely fails to expel these intruders from the system.

The following formula brought a very peculiar looking tape-worm from a dispensary patient, a few months ago. He had been sorely afflicted with this pest for many years, and he had spent large sums of money for advice and medicine, which had little or no effect. His health had failed, and he was obliged to give up his business. His money had also been spent, and he was compelled to resort to this charitable institution for relief. This is the formula:

Recipe: Ethereal extract of male fern, one and a half drachms; kamela, pulv., two drachms; mucilage of gum arabic, one ounce; simple syrup, one ounce; cinnamon water, two ounces. Mix.

One half of the above was ordered to be taken at bed-time, and the remainder at two A. M. Previous to taking the medicine a saline cathartic was ordered, of sal rochelle., q. s. If the articles are pure this may be given, certain of success. I have used it in several cases of tænia, and want no better remedy.

BROOKLYN, N. Y., *June* 26, 1876.

REPORT ON MEDICAL JURISPRUDENCE.

IMPORTANCE OF FORENSIC MEDICINE.

By S. H. POTTER, M. D.

Medical jurisprudence is a science, through the competent attainment of which it is intended to qualify practitioners of medicine as legal *medical experts*. Such occupy positions of vast moment and responsibility. They have aptly been termed, "The pivot on which the scales of justice turn between guilt and innocence, the prison and liberty, death and life." *

* Braithwaite: Retrospect, part i, page 84.

That average physicians are not as well qualified to act as medical experts, as the welfare of the public and the good reputation of our profession require, needs no argument to prove. It is a well-known fact that real medical experts are exceptions, not the rule. Indeed trials in courts, where medical testimony is indispensable, often present scenes of conflict of sworn medical opinions, disgraceful to witnesses and the fraternity in which they have acquired prominence jeopardizing the ends of justice as well.

Briefly stated, medical jurisprudence comprises the application of medical knowledge to the enforcement of law. If the physician or surgeon who is called upon is not a medical expert, his testimony will embarrass the legal investigations, if not worse — neutralize what is intelligent and proper by its preponderance, misleading judge or jury.

Legal medicine concerns: First, the reproduction of the species, the various causes which may modify or complicate normal reproduction; second, the various causes of injuries or death; third, abnormal mental conditions. To acquire a competent knowledge of these three subjects is not a formidable task for a man who has the *aptness* and *adaptation* to enable him to suitably perform the functions of a physician, accoucheur or surgeon. Both interest and duty combine to invite and urge us to acquire a good knowledge of forensic medicine. A man may have a fair practical knowledge of most other branches and acquire an enviable position in his field of practice, but a single exhibition of his unpardonable ignorance in a respectable court of justice will often blight his future career.

I knew the late Prof. A. B. Shipman, who had been many years professor of surgery in a western medical college (old school), and once heard him testify that "a man can secrete and micturate a quart of clear urine an hour before death, without a bladder." In the case on trial, the attending surgeon of a patient who had died, testified that his patient had died from a contused wound of the abdomen in the region of the bladder. The *post mortem* examination revealed no bladder, but kidneys, ureters and urethra *in situ*. His theory was that "the bladder had mortified, sloughed and been absorbed within ten days after the wound." On cross-examination he admitted that his patient had micturated with great regularity, and the last time, a quart about one hour previous to his death, all which was substantiated by other testimony. Prof. Shipman was required to explain, which he proceeded to do with the *sang froid* of a veteran: "The kidneys may secrete, as usual, and deposit the urine in the abdominal cavity when the bladder is gone. The man will then pass his urine by the contraction of the muscles of the abdominal wall in whatever quantity required." When asked whether the presence of urine in an abdomen without a bladder would render the secretion of urine and micturition impossible, he promptly answered, "No! not at all!" It is unnecessary to state the defense found ample testimony to show the absurdity of the theory set up by the prosecution, based upon and sustained by such would-be medical experts, and the man who was on trial for murder was found "not guilty." Numer-

ous other cases might be named of great, if not equal absurdity. Scarcely a grave criminal trial occurs which does not reveal ignorance or incompetency of medical witnesses. Need this evil continue? Certainly not. The proper attention to the science of forensic medicine will abate it.

Students are too apt to regard lectures and illustrations on chemistry and medical jurisprudence as of little importance. Medical colleges are not few where altogether too little prominence is given to due acquirements in this direction, as essential to graduation. Students are too eager to seek a short and easy road in preparation to assume practice. Colleges often too readily accommodate this disposition as a bid to increase the number of their classes and graduates.

This loose and easy method is destructive to the character of both in their future. There is no short or easy method to attain so vast acquirements, and fraught with such solemn responsibilities. If institutions and alumni are thorough and erudite, reasonable success is sure. If otherwise their future must of necessity be ephemeral, or any thing but beneficial to mankind.

A criminal court is intended as a means *punishment* and *protection* alike. And yet it is a notorious fact that money will supply attorneys, legal sharpers, and thrust so-called medical experts before juries, and will so render the proceedings a farce, and allow the wealthy and influential to escape condign punishment. The height of this folly is often reached by the custom which now obtains of allowing every one who is charged with murder to plead insanity in some form. It is often difficult to determine whether the attorneys or experts do not expend the greater efforts to defeat what is obvious justice.

The reciprocal influences of mind and body are abstruse, and are not thoroughly understood in regard to these peculiar manifestations and bearing upon human actions and responsibilities. The subject of insanity requires special and exhaustive study and research to qualify a medical expert to give correct testimony. In all cases in which our testimony is required, in obedience to the imperious commands of law, we should not fail to refresh our knowledge on the subjects at issue, and thus do ourselves and interested parties full justice. When any given point is pressed for our decision, it is far better to reply that we do not know than to assume knowledge never attained, the opportunity and perhaps the capacity to attain it never having been vouchsafed to us. Crude conjecture or hasty opinions, without extended acquaintance with the laws of mental action, will unfit a man to give testimony.

The supposed ability of many to testify correctly, when they are incapable, often causes the discrediting of competent witnesses and perverts justice. The great delays of trials of those accused of murder, and the enormous expense, with the almost impossibility of reaching a correct result, have created a wide prejudice against capital punishment in this country, aside from the intrinsic merit of the subject. This fact, with the conscientious scruples of many, renders

it often very difficult to empanel a jury in a murder trial ; and when finally obtained it may not consist of the best elements within the jurisdiction of the court, or what the gravity of the case and public expectation demand. These are among the causes of the unpopularity of inflicting the death-penalty.

HAMILTON, OHIO, *June*, 1876.

DISEASE : WHAT IS IT ?

BY L. H. BORDEN, M. D.

To me has been assigned the duty of preparing a paper upon one of the most important and difficult questions connected with the subject of physiology and nosology, viz., diseases of children, but as I know of no peculiarity in the diseases of children to distinguish it from that of the adult, I shall confine myself to the question in its general bearings upon the human organism.

There is, perhaps, no question in the whole range of physiological science that involves so much patient, critical study as that of disease ; the practice of medicine cannot eliminate it, and any treatise on the subject must be almost entirely conjectural.

If a theory approach to a datum against which experience affords no contrary proof, the truth may be presumed to have been reached as certainly as by experiment. Let us assume disease, therefore, to be within the province of chemistry to unravel. The question, however complete, may be susceptible of explanation by the philosophical naturalist.

Without referring directly to any work as a standard, it may not be improper to state — not as a hypothesis, or mere postulate, but as a fact — that chemical decomposition and the arrangement of the chemical properties and positions of things by atoms, can afford a most important lesson to any one making researches in pathology as to what is disease.

Decomposition in vegetables, as also in animals, is the changing of the ingredients into their original elements.

Solid matters cannot, in any sense, become gaseous, or assume their original simple elements, without passing through a process of decomposition. Disease, therefore, in the living economy must be a species of internal decomposition, or, the process to one which, if not checked in time, may counter-balance its forces against the vital energy, and end in the suspension of feeling and volition of thoughts, which is death.

There exists in nature certain principles of good and its opposite. They neither mingle nor harmonize. If an evil principle or ingredient comes in contact with the good, it causes a change or disappearance of life. This property, inimical to life, exists only in a watery, or gaseous form ; dry solids, as retained dry, have it not until moist-

ened. The vapor of miasmatic regions taken into the lungs operate disastrously like a poison, by decomposing the blood, or changing the state of the flesh or bone into some abnormal condition.

The proper tension or constituency of the organs of life being disarranged by the contact and decomposition, a complete transformation ensues; the organism being like one of those forms in chemistry, whose affinity in a state of tension and conformation is destroyed and decomposed by the touch of even a single down of feather, that puts them in the slightest or least perceptible action or motion.

If the change of qualities thus superinduced be not in unison or assimilation, the alteration that takes place in the ingredients, such as cooling, heating, solidifying, liquefying, changes of taste and smell and of position, will be repulsive and disagreeable to the very existence of the animal or the locomotion of the body, and the process of these chemical alterations must necessarily be *disease* itself, as operating on the feelings or nerves, and as terminating in suspension of respiration, or of animation.

This last consideration introduces us directly to the subject, or effects of poisons. And what are they but mere decomposing or altering forces, whose enmity with the blood is fixed on the basis of chemically changing its condition?

Disease is an imperceptible and gradual poison, which, by some inadvertence or imprudence has found ingress into the system, and exists as an active or neutral, or by degrees from the diminutiveness of its deleterious quantity; while an active poison is the same principle in a larger and therefore of more formidable bulk.

The operation of a poison, or noxious quantity and quality of any ingredient is, as may be learned by its chemical potency, to neutralize the energy of the vital principle, altering the blood, or nutritive fluid into one or more of the same properties of chemical action or constituency.

Disease seems to be in essence, an error of action — a greater or less variation in the motion, rest, and evolution of the different parts of the body — reducible, like the evolutions of health, into a systematic series of periodical alternations, in the course of which the matter of a structure occasionally by its atomic changes, alters its natural character and chemical relations; so much so, in some cases, as to become even completely decomposed and disorganized.

Whatever may be the cause or causes of corporeal observation, in obedience to the law of all matter, the first effects are change of motion and change of temperature.

This, unquestionably, is the true theory of disease, in which, in the profound lessons of universal chemistry and organic physiology, we are to establish the mysteries of nosology as quite apparent.

Having thus, with my limited time and space, as near as I can discover, explained the quality, affection, and operation of disease, I shall now refer to some of the causes that operate to produce this great deviation to health and its concomitants, *disease*.

The limits of this paper are such that it will be necessary to be very brief upon this part of the subject.

The cause of diseases may be found either in a deprivation or wrong adaptation of the forces which continue life, in health — the same agencies, in a word, by which every motion or event is produced throughout the universe. They comprise, therefore, every thing that connects us directly or indirectly with the external world; and most, if not all of them act upon us, in the first place, through the different modifications of nervous perception. The causes of disease, evidently, never originate in any one organ of the body, except in so far as that organ may be predisposed by an inherent weakness of the attractive power of the atoms of its parts to receive impressions from outward agencies that affect the stable portions of the same body in a slighter manner. The causes of diseases are almost infinite: the earth and its emanations, the air and its chemical conditions, the degrees of temperature, dryness and moisture of both, the nature and the extent of our food and drink, the passions by which we are agitated, with all the other changes and chances of our social and individual position. These are mostly the agents to which we must look, not only for the causes of disease but for the causes of health itself.

Man is not an isolated being. Without air and food he cannot exist, and a partial deprivation of either will give rise to almost every affection to which he is liable.

“It has been too much the fashion,” says a writer, “to refer operations and effects to single agencies, but there are, in fact, in nature two grand species of relationship between phenomena; in one an infinite variety of effects is produced by a single cause — in the other, a great variety of causes is subvervient to one effect.” This observation, it seems to me, applies with particular force to every thing pertaining both to the causes of disease and its cure.

In regard to disease and its cause, with some few exceptions, the same principles, elements and causes are applicable to male, female and children alike, and the same causes produce like results in either, and in all. I therefore can conceive of no necessity or propriety in making any distinction in treating them, except in the quantity, nature and potency of our remedies.

The proper remedial treatment of any case, and in any form, or phase in which disease may present itself, whether in the child or adult, will readily suggest itself to every educated and qualified eclectic physician. And this suggestion leads me directly to the consideration of a grave question intimately connected with this subject, viz., the astounding “slaughter of the innocents,” which we find in our mortuary reports and miniature tombs in our cemeteries.

“Can we wonder at the frightful number of deaths that takes place under seven years of age,” when we see medical men, men who evidently never reflect, even if they are capable of doing so, upon the effect of any medicine, prescribing five and six grains of “heroic” medicine to children — to infants, And if we look at the bills of infantile mortality, and when we consider the quantity of medicine

children take, and especially the recklessness of the prescriber, we are assuredly compelled to declare, not how little medicine has done for the prolongation of life, but how much it has done to shorten it.

From facts and data upon the subject, we may safely assume that there is a great deal of mischief done by the profession, and that, perhaps, is the principal reason why people encourage and patronize empirics; a portion of whom do little more than hocus their patients with words, whilst others kill them by wholesale with medicine wrongly and ignorantly applied.

From the report of vital statistics in New York city during the last summer (1875), it appears that during the last week in June and July, of that year, six weeks, the astounding and unprecedented number of 2,932 children under five years of age, were swept into eternity, showing, unmistakably, where death gathers his harvest. And what is true of New York city is relatively true of our large cities, and large towns, as an inspection of the contiguous cemeteries will abundantly show. During the same period, 1,209 children under five years, were destroyed by diarrhoeal diseases.

In contemplating this startling record, we naturally exclaim: Can it be possible that with our hosts of medical advisers, our health boards and our sanitary squads, our children are being carried to the cemeteries at the rate of 100 a day?

Yet such is the fact, most undeniably.

Now, the question arises, where shall we look for the source of all this suffering and premature death? It certainly is unnatural for these children to die, and there is wrong somewhere; there must be some palpable cause or causes that operate to produce this frightful destruction of infantile life.

Does not the medical profession come in justly for a large share of blame for this deplorable and unwarrantable destruction? And should not that profession be held responsible for its acts, when those acts — that treatment of the sick and its disastrous consequences are the results of a blind adherence to an unphilosophical method, and to a practice based upon a theory at once absurd, ridiculous, sanguinary, and at war with every principle of philosophy, physiology and common sense?

Another cause of fatality among children exists because they are generated in wrong conditions, and are conceived and carried under abnormal influence, and are then nurtured and fed in a manner that the feeble resistance which their immature bodies can oppose to external influence, cannot overcome. Hence they yield and die.

The young of animals die so seldom that it may be said that none die from disease. Has this no meaning which man, and especially the medical profession, should understand?

There can be but three reasons: First, by reason of physical taint inherited from their parents; and second, by reason of improper food and care; and third, by reason of improper, unnatural medical treatment. Think of it, mothers, nurses and medical men. More than one-half of all children born, die before attaining the age of five years. Can it be any thing less than murder — this fact which is so palpa-

ble — murder by reason of your ignorance and your faults of life, and the unnatural treatment of your medical advisers?

Another cause of early death, and of almost constant suffering during life, is undoubtedly that of improper diet. It is evident that if man lived as normally as the animal, other things being equal, he would be as healthy. It is well known that one of the two most marked distinctions between the life of the man and animals is in diet, and examples are not wanting to prove that the more nearly people conform to nature in the matter of diet and the condition of food, the better is the degree of health enjoyed.

Natural food is that which, when eaten, has all the life-principles still within it that can be retained. All kinds of cooked foods, which in cooking lose any of the life-force, are inferior as diet to that which is uncooked.

Undoubtedly if animals were to live after the habits of man, they would soon be cursed with the same diseases and early death. Animals live naturally to certain ages, and so seldom die before that age that it may be said they have an allotted period of life.

And now, to sum up the whole matter of disease, its cause, or causes, its nature and effect in children and adults as well, and its dire consequences, should we not feel somewhat elated in the assurance that we have a remedy or remedies for these ills to which human flesh is heir to? Not in empiricism, nor in nostrums, but in eclecticism, pure and undefiled, which contemplates the treatment of disease, not by contraries, nor similarities, but by a conformation to nature, a due regard for her laws, a strict regimen in diet, and a rational philosophical medical treatment. This is the true reform; and though it commenced like all reforms, in obscurity, and has been reviled and opposed by the wealth and talent of the learned, it overcome all opposition and prejudice, and is now coursing its way up each river and murmuring rivulet, and over each sterile mountain and fertile landscape where move the feet of civilized man.

{ PATERSON, N. J., *June*, 1876.

CUTANEOUS DISEASES.

BY JOHN H. DYE, M. D.

Mr. President. — Had I selected my own subject I certainly would not have chosen the one which I am about to treat. Not that there is no need of it, but I would that some other and abler person had been appointed to this duty. I do not expect to do the subject justice, for I have not the ability to present more than a glance of the views I entertain, for I have not space; I do not expect to present a plan of treatment more successful than that employed by many of you, for I cannot instruct my peers. But I hope I may be enabled to point out some of the difficulties encountered by the practitioners in

this department, and perhaps suggest a remedy; and while doing this, if I succeed in drawing the attention of the association to this troublesome subject, though I draw its criticisms, I will be satisfied, however I may be criticised.

There is no department in practical medicine in which the general practitioner will encounter more difficulties, more perplexities, than in diseases of the skin. Consequently these affections are either sent to the "specialist," or are treated in a hap-hazard manner, by agents applied directly to the skin in the shape of ointments, or else the blood is considered the culprit, and the remedies addressed to that, and with results of a not too satisfactory character, as many are aware.

The cause of this perplexity, confusion if you please, is due to a defective knowledge of the pathological conditions which skin diseases represent; and too often we are led to treat the symptoms while the disease itself is entirely overlooked.

We have physiological enthusiasts who tell us of the miles of tubes the skin contains, and who propose to cure all diseases of it by baths, frictions, etc.; while recent authority tells us this is wrong, because we thus remove, too freely, the scarf-skin, and deprive the sensitive skin beneath of its protection. Confusion existing in physiology, what shall we expect in pathology?

The multiplicity of terms employed by authorities on cutaneous disorders, to express certain conditions, or diseases, is better calculated to confuse than simplify; and the nosological classifications which they offer, have reference rather to the appearances presented than to the pathological conditions represented.

It would be a difficult task to change the classification now in vogue. But if different writers and teachers would agree upon some common classification, and employ the same terms to express the same meaning, skin diseases would be much easier understood. If, then, while much useless verbiage is being expunged, terms were selected that would express the pathological conditions, even though it were necessary to employ them as synonymous, the whole science of cutaneous diseases would be greatly simplified.

Of the classifications now employed, that of Willan and Bateman, is, perhaps, as good as any. This divides skin diseases into eight orders, known as papulæ, squamæ, exenthemata, bullæ, pustulæ vesiculæ, tuberculæ, and muculæ. The basis of this classification furnishes us with an anatomical knowledge of the morbid anatomy of the skin, but leaves us entirely in the dark as to its causation, as well as to the principles of its cure. When we remember that a cutaneous disease that is to-day papular may soon become vesicular, and ultimately pustular, we get a tolerable idea of the contradictory opinion different practitioners, guided by the old nosology, would express who saw the case at different times.

The various diseases that are classified under these orders are considered as distinct "varieties," their pathological relations being of secondary importance. Consequently, under the same division are grouped diseases which represent wholly different pathological con-

ditions, and, as Watson very appropriately says, "Under the same division or class, maladies are brought together that nature has stamped with broad and obvious marks of distinction. Febrile diseases are associated with non-febrile, and ailments which are trivial and local, are associated with diseases of grave import, and deeply rooted into the system. On the other hand, distempers which nature has plainly brought together, and connected by striking analogies and resemblances, the methodical arrangement of Willan and Bateman puts widely asunder."

The late Dr. A. B. Buchanan, of Glasgow, seems to have appreciated the situation, for in a paper on the "Theory and Classifications of Inflammations of the Skin," he showed that any classification resting upon one principle of diurtion alone, was liable to be incorrect, and that several principles should be taken into account, and that skin diseases, like all others, ought to be arranged and classed according to their pathology. He claimed that the causes of a disease, when known, furnished a more accurate indication of its true nature and means of its cure than a knowledge of its anatomical appearances, or symptoms, which are but mere effects of an existing cause. When the cause is unknown, other principles must be considered. His classification, though somewhat incomplete, offered numerous advantages over the others, and I take the liberty to reproduce it here:

CLASS I. — *Inflammations.*

- Group 1. Simple Inflammations: (a) Erythema; (b) Herpes; (c) Urticaria; (d) Dermatitis; (e) Pemphigus.
- Group 2. Eczematous Inflammations: (a) Eczema; (b) Acne; (c) Ecthyma; (d) Psoriasis.
- Group 3. Ulcers: (a) Idiopathic; (b) Sympathetic; (c) Constitutional.

CLASS II. — *New Formations.*

- Group 1. Homologous — New Formations: (a) Epidemic; (b) Pigmentary; (c) Dermic.
- Group 2. Heterologous — New Formations: (a) Pseudoplasms; (b).

CLASS III. — *Hemorrhages.*

(a) Petechiæ; (b) Vibices; (c) Ecchymoses; (d) Purpuræ.

CLASS IV. — *Diseases of Accessory Glands.*

(a) Hair; (b) Nails; (c) Sweat-glands.

CLASS V. — *Diseases Defined by Uniform Causes.*

- Group 1. Parasitic diseases.
- Group 2. Syphilitic.
- Group 3. Eruptions of specific fevers.
- Group 4. Scrofulodermata.

I have omitted the subdivision, but Dr. Buchanan arranged them similarly to the method pursued by other authors. He might have appropriately added other diseases, comprehending diseases resulting from derangements of the secretory organs, from the nervous system and from external causes.

When the physician has at last succeeded in classifying the disease presented for his attention, according to any of the accepted rules, he encounters another difficulty ; which is, to the patient at least, of the utmost importance, viz., how to cure it.

If now he consults his books with a view to selecting such a course of treatment as may appear most appropriate to the case in point, he is liable to become again confused, or select a routine course of treatment ; and the patient must submit to a series of experiments with the chances very much against speedy success. If, however, he has a correct understanding and appreciation of the causes of the disease in question, and keeps its pathological characters in view, his experiments (treatment) will be conducted in such a manner that good results will be likely to follow.

It is well known that there exists an intimate sympathy between the skin and internal organs, but the practitioner who looks upon all cutaneous diseases as resulting from impure blood, will be wrong, part of the time at least, and we can readily imagine what a delightful time his patient will have in making the acquaintance of the alterative family. For though the blood may become vitiated by derangement of the secretory organs, yet treatment addressed to the blood would succeed as well as a man would *in pursuing a westerly course* to get down east.

On the other hand, if the doctor considers cutaneous diseases as local affections, the patient will be apt to get pretty thoroughly washed, or anointed, according to the peculiar views of that doctor, whether it does any good or not.

Hence, it becomes necessary to look from the skin, where the local manifestations occur, to the internal organs for a reason for the external phenomena. Diseases of the liver, kidneys, pneumogastric apparatus, etc., syphilis, scrofula, parasites, etc., etc., are all capable of inducing skin diseases, which may present the same anatomical appearances, and the disease produced by them is liable to successive changes ; or the disease may belong to the skin itself (true cutaneous diseases), circumstances which will materially modify our method of treatment if we are not routinists. With these necessities before me, and with a view to simplify the labors of the physician, and perhaps to encourage some better plan, I offer the following arrangement, which, though necessarily incomplete and defective, appears to me to present an advantage in classifying diseases according to the causes, and at the same time indicating the principles of treatment. I regret that time and space will not permit me to pursue this subject into its numerous subdivisions ; but I will endeavor to go far enough that the principles may be presented, and I trust, lead some one abler than myself to carry the subject to completion.

Diseases of the skin itself :

Originating in the vascular apparatus supplying the skin.

Originating in the vascular apparatus supplying the nervous system

Originating in the vascular apparatus supplying the functions of assimilation.

Originating in the vascular apparatus supplying the liver.

Originating in the vascular apparatus supplying the kidneys.

Originating in the vascular apparatus supplying the skin, occasioned by parasites.

Originating in the vascular apparatus supplying the skin, occasioned by syphilis.

Originating in the vascular apparatus supplying the skin, occasioned by scrofula.

Originating in the vascular apparatus supplying the skin ; specific eruptive fevers.

Originating in the vascular apparatus supplying the skin ; external causes, and perhaps others.

With this arrangement we will have less indiscriminate dosing and greasing, and hear less about "cleansing the blood."

In diseases of the skin itself, we must determine if it be of an inflammatory type or not, whether there is an *excessive, defective, or perverted* action. Then, if of the *excessive* or inflammatory type, remedies of a sedative character will be necessary, and may be used internally and locally, and may sometimes be aided by alteratives that have a special affinity for the skin ; if it be of the non-inflammatory, or *defective* type, stimulants and tonics will be necessary, both locally and constitutionally. In those in which there is a perversion of action more difficulty will be experienced, and we will often be thrown upon the alterative course, with bathing, tonics, etc., until we have discovered a more definite plan of treatment.

In diseases of the vascular apparatus we usually have some form of hemorrhage ; and as they are usually the local effect of a constitutional cause, they are most appropriately treated of under that head. The constitutional affection is, however, often overlooked until the local phenomena attracts attention, and then there is often an urgent demand for immediate action, and styptics and tonics of an acid character are the most appropriate remedies.

In diseases originating in the nervous system we often witness the most excruciating agony ; but on examination we find no local evidence of disease, except which may be caused by scratching. Nervous sedatives internally are here demanded, and we may often employ sedatives locally to good advantage, though their effect is transitory. The treatment of this class of affections is very often unsatisfactory, though internal remedies that influence the nervous system promise most, and the bromides, and chloral, etc., have been used with good results. Borax, aconite, hydrocyanic acid, etc., etc., locally, promise temporary relief.

In diseases of the skin caused by derangement of the function of assimilation we have a great variety of phenomena ; and a correction of any derangement that may exist is often followed by a speedy

disappearance of the cutaneous symptoms. Acidity often gives rise to a rash that will cease as soon as that acidity is overcome. In these we generally find symptoms that will direct us, aside from the skin-phenomena. In gross livers, who eat large quantities of fat, salt, and sweet, we often meet with skin diseases that cease as soon as the diet is moderated, and agents given which increase the functions of the excretory organs, so that the refuse material is expelled from the system, which may be said to have been seeking an exit through the pores of the skin. Derangement of the gastric function is often caused by certain articles of diet, prominent among which are shell-fish, and which gastric derangement is manifested in the shape of nettle-rash, etc. Another class of skin diseases often arises from mal-assimilation, the whole system being impoverished; and until this is corrected all treatment addressed to the skin will be futile.

In diseases of the skin arising from hepatic derangement, such treatment as will restore the liver to a normal functional activity will cure the skin disease. Our school has so many remedies that influence this organ, and as correct principles will be found under the head of hepatic disorders, that I need not enlarge upon this subject; and the same may be said in relation to those affections originating in renal derangement.

In diseases of the skin occasioned by parasites, whether of a vegetable or animal nature, they must be destroyed before the disease will cease. There may be a constitutional condition, which, while it will not cause the disease of the skin, favors parasitic development, and this must be corrected. The remedies for this class are reliable, and, when correctly employed, very effective and satisfactory; as sulphur, vinegar, tar, carbolic acid, kreosote, etc., etc.

In diseases of the skin arising from syphilis (*syphilodermata*); any treatment will be of little avail until the constitutional cause is arrested by the eradication of the syphilitic virus. Our remedies for this are numerous and potent; but with their employment we must not overlook the propriety — nay, the necessity, of tonics.

In the *scrofulodermata* this constitutional condition must be overcome before the skin disease will yield. The vegetable alteratives, tonics, diet and clothing, are here demanded, always bearing in mind that the vital forces must be increased, and that alteratives must be administered with caution.

In the specific eruptive form we will find local phenomena, but as these are due to a definite cause, and will cease when the cause no longer exists, they do not deserve attention here, nor do they properly admit of classification as skin diseases.

Skin diseases are often caused by external influences, the principal ones of which are cold and heat; though insects, as well as vegetable and other poisons, when brought into contact with it, may set up a disease of the skin. The character of these various diseases will suggest the course of treatment. When caused by poisonous agents the virus must be neutralized before the effects will cease.

As yet erysipelas has been passed by, though it, perhaps, admitted

of classification into our first division. Much diversity of opinion, however, exists, whether to consider it as a local or a constitutional disorder, some inclining to the former opinion, and others to the latter. Both are right, and both are wrong. We may have erysipelatous inflammations which are local, and which will yield to local treatment; as solutions of veratram, belladonna, cantharides, etc., etc.; while the graver causes of the disorder are more or less constitutional, and treatment must look to the support of the vital forces and the neutralization of the specific cause which originated it. I will, therefore, not ask the privilege of classifying this affection as a disease of the skin.

In presenting these views I am aware they do not touch much upon treatment, as, to have done this to advantage, it would have been necessary to have considered every variety of disease of the skin separately, which I had not the time to do; and if I had had, I question if the members of this society would have had the patience to have listened to or even read it. I trust, however, that I have made myself intelligible regarding my views of arrangement, and the principles underlying the treatment. If I have done this, and some abler person will discuss the matter, and offer some suggestions by which we may be benefited, my object will have been accomplished.

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CEREBRO-SPINAL MENINGITIS.*

BY PROF. PAUL W. ALLEN, M. D.

We devote this paper to a consideration of meningeal inflammation of the brain and spinal marrow. This inflammation primarily and principally affects these membranes; but in the progress of the disease, if it be not speedily arrested, it affects also the brain-substance. In fact, most cases of cerebritis, or inflammation of the brain structure, originate in meningeal inflammation, and are, so to speak, extensions of the same. Inflammation of the dura mater seldom affects the brain, or its other membranes, it being principally developed by some injury to the skull, or by disease of those bones, or by some osseous or other tumor growing from them. We may have inflammation of the arachnoid and pia mater from many causes, especially in children, but that to which we now invite your attention arises from a specific atmospheric poison, and is extensively known to the profession as cerebro-spinal meningitis, or spotted fever. This epidemic meningitis affects, in most instances, the meninges both of the brain and of a greater or less portion of the spinal chord. Its initial point of attack seems to be in those portions of the membranes near the base of the brain, or in the meninges of the cerebellum.

* Read before the National Eclectic Medical Association, Washington, June, 1876.

is then developed, by extension, along the other portions of the meninges, and if not speedily arrested, to a greater or less extent, to the substance of the brain and spinal chord.

HISTORY AND CAUSE.

That this disease is epidemic seems entirely probable. Its history, in various countries, and at various times, fully indicates this. It exists over a considerable section of a country for a definite time, and then disappears suddenly and entirely. It not unfrequently appears in different countries, widely separated, at the same time. Its more usual time of outbreak is in the winter months, the disease continuing until late in the spring; and its visitations are renewed in subsequent winters for several years, and then the disease will disappear for a number of years. About the year 1805 it appeared in France, and from that time until 1816 it prevailed every winter, either in France, Prussia, Holland, or Germany, but in no other European countries. It appeared in this country at a corresponding period, beginning its course at Medfield, Massachusetts, in 1806, and from that time until 1816 it extended throughout New England, Canada, New York, Pennsylvania, and other States to the south and west. The disease disappeared from 1816 to 1822; but from 1822 until 1833, it prevailed, but not so extensively, in England, France, and Italy, and in this country in Connecticut and Ohio. Another epidemic cerebral meningitis, or cerebro-spinal meningitis, occurred in 1837, and continued until 1850; spreading in Europe from France to Italy and Gibraltar, and to the southwestern shores of the Mediterranean to Algiers, and prevailing, also, in Ireland and England. During the same epidemic period it appeared in the United States, developing itself more prominently at the following points, and at the following dates: In Kentucky, Tennessee and Alabama, in 1842, and continuing until 1849, when it existed in New York and Massachusetts, and in New Orleans in 1850.

From 1850 to 1854, the disease was unheard of either in America or Europe. Then it broke out with destructive violence in Sweden, where it prevailed from 1854 to 1860. During this period it occurred only sporadically, or in very limited local epidemics, in several towns and counties in England and Ireland, while in this country it occurred in North Carolina for the first time, in 1856, and in New York and Massachusetts in 1857.

In 1861 it reappeared in Holland and Portugal; and in 1863 it reappeared in Germany, after an absence of fifty-seven years, and devastated almost every part of northern Germany.

In the United States, from 1861 until the present time, this epidemic has not ceased to exist in some portion of our widely-extended domain—in some places only a very few sporadic cases, while in other places it has prevailed extensively, as, for instance, in Philadelphia, where, in the first three months of 1867, there were 120 cases in a single hospital—the Philadelphia hospital.

From this history of cerebro-spinal meningitis we turn to speak of its cause. That it has prevailed as an epidemic no one will deny who

has studied its development. It not unfrequently affects large numbers in a single city or small district of country, while in other cities or districts, quite near, not a single case has occurred. There must be some special atmospheric poison, and yet of the nature of this poison we have no precise knowledge. It occurs mostly in the winter and early spring, a season when the intermittent malaria scarcely seems to exist. That there is nothing in the nature of this poison like that which generates typhus, we have the best of evidence; for while typhus is specially generated in poorly ventilated apartments and from the atmosphere of sultry and filthy streets, this epidemic meningitis occurs in every locality, high and low, dry and moist, those saturated with moist miasmata, and in those elevated and mountainous districts where we have the purest of all atmospheres.

Vienneseux, in speaking of the first epidemic in Geneva in 1805, says that the disease attacked people of all ranks at once, poor and rich, in every district of the city, in narrow, dirty, and crowded rooms, and in great houses, where clean and well-aired chambers had but a single occupant; and Stille, to whom we are indebted for many facts, says: "It has passed by large cities, reeking with all the corruptions of a soil saturated with ordure, and a population grimed with filth, to devastate clean and airy villages and the families of substantial farmers inhabiting isolated spots."

Nor does the poison of this disease seem specially to attack the feeble or infirm, or those exhausted by mental labor and anxiety. Its victims are more frequently males than females, and it attacks those who are young and vigorous and have no special vicious constitutional diathesis, more frequently than it does the weak, exhausted, and scrofulous.

It seems to obtain in almost every climate. It has alike prevailed along the shores of western Europe and in the interior of that continent; along the sea-coast of America from Boston to New Orleans, and in the far interior of Ohio, Tennessee, Illinois, and Arkansas. It prevails in almost every latitude—from Sweden in northern Europe to Algiers in northern Africa; from Canada to the Mexican gulf.

The disease cannot, therefore, be ascribed to any ordinary climatic origin, for it obtains in high altitudes, in low, sandy districts, and in marshy flats, in city and in country, along the shores where we always have much atmospheric humidity, and in the interior of countries and continents.

We say this disease is *epidemic*, a term derived from two Greek words, *e*pi, upon, and *demo*s, people—blowing upon the people; an atmospheric poison affecting several or many, wherever that atmosphere exists. Now we say that one poisonous atmosphere will develop typhus, and another typhoid, and another intermittent fevers; and that these atmospheric poisons are discrete, producing their own distinct developments of specific diseases. We seem to know but little of the essential nature of these atmospheric poisons, and we seem to know less of that poison which develops, under such diverse circumstances and conditions, the epidemic meningitis.

Most physicians recognize not only that typhus and typhoid are epidemic, but that, in many instances, they are so virulent as to be contagious; *i. e.*, that they may be taken by inhaling the breath of the patient, or by inhaling the exhalations which arise from the perspiratory and other secretions. Most writers do not believe in the contagiousness of meningitis; they strongly insist that it is not so, and they assert that there is, therefore, no danger of a person taking the disease from visiting the sick-room of one affected by it. All admit that it is a violent and malignant disease, a zymotic or blood-poison disease; and yet they say it is not dependent "on a contagion communicated from man to man."

While it may be true that this disease is not generally contagious, we ought to say that we have seen a few instances in which it seemed to be contagious. We have, in several instances, seen two persons in the same family, and in one family four persons, attacked, the one after the other, and yet there was not, to our knowledge, another case in that neighborhood. We have seen this only in violent cases. We have not sufficient data to strongly base a definite conclusion, but, judging from this limited experience, we are compelled to suspect that this disease is sometimes contagious — especially like typhus and typhoid — in its more malignant and putrid forms.

All pathologists regard this disease as being as really zymotic as is diphtheria, or typhus, or erysipelas, and it is this class of diseases which is eminently contagious.

The two essential factors of the disease are, in fact, inflammation and the specific poisoning of the blood. Tourdes, who wrote his work in 1842, said: "It is a specific inflammation, a poisoning, a cerebral typhus, produced by a specific miasm which has an elective affinity for the membranes of the nervous centers."

THE PATHOLOGICAL ANATOMY

of this disease is confirmed by multitudes of dissections. We cannot speak from personal observation, because it has not, as yet, occurred to us to lose a patient suffering from this affection. The lesions are definite and well understood, and are stated with much uniformity by all those who have written monographs upon cerebro-spinal meningitis.

The disease is an inflammation of the meninges of the brain and spinal cord. The appearances of the blood-vessels are those of inflammation. If the case prove fatal in only a few hours, we find congestion and serious effusion; if the duration be longer, we have other products of more advanced inflammation, lymph and pus. These products are found upon the meninges and within their cavities, to a greater or less extent, according to the extent of the inflammation. Sometimes the exudation is extensive, covering most of the surface of the brain and spinal cord with a thick layer of lymph, situated chiefly beneath the arachnoid membrane. When more limited it is oftener found at the *base* of the brain than upon its upper and lateral surfaces. The base of the cerebellum is specially liable to be affected. The spinal cord presents the same products — serum,

lymph, and pus; but it not unfrequently occurs that these structures are not involved in the inflammation. It seems probable that the disease generally commences in the cerebellum or medulla oblongata, and that cerebral or spinal extension is a matter of development from this great nervous center. Indeed, there has been so marked a distinction in regard to the development of this disease that, in some sections of the country, physicians have divided their cases into those involving the brain only, and those involving both the spinal cord and brain. In some sections of the State of New York physicians have stated that the cerebral cases are successfully treated, while those involving the spine also, are generally fatal.

The blood-vessels are not only turgid, but the inflammatory exudations also exist along their course. The substance of the brain is generally softened, and not unfrequently the spinal cord also. The blood itself, after death, is generally dark and liquid, indicating disorganization. In severe cases the vitality of the blood is rapidly destroyed. Examined under the microscope the edges of the blood-disks have a crenated or shrivelled appearance; and we are led to the conclusion that among the causes of death in this disease must be included the gravest disorganization of the blood.

SYMPTOMS.

If we are asked, What are the symptoms of cerebro-spinal meningitis? we say: The symptoms will differ exceedingly in different cases. If the disease be essentially confined to the brain, we have principally the symptoms of cerebritis. If both brain and spinal cord be involved, we have those inflammation of the spine super-added. If the disease be rapidly developed, we may have a furious fever, wild delirium, spasms. Bearing these general divisions in mind, we may state briefly the several symptoms of the disease as they are exhibited by the nervous system, the circulation, respiration, the secretions, the digestive system, and the skin.

Headache is rarely absent in the first steps of this disease. Authors mention cases so malignant and rapidly fatal that it is not developed — delirium and stupor striking the patient at once. We have never seen such a case, although in two cases there was from the first, partial delirium and raging fever, along with a severe headache, when the patients were conscious enough to know any thing. They would seem to be stupid for a moment, and then yell their outcries of awful headache. Premonitory headache is the rule of this disease. Sometimes the patient complains of headache, malaise, and chilliness for several days before the more active development of the disease. It is an initial symptom, and the patient speaks also of giddiness, or dizziness, and there is a general prostration of the nervous system. Tourdes says: "Vertigo was among the earliest symptoms. Sometimes it confused the mind and rendered walking impossible. In two cases the patients were seized with a giddiness, which compelled them to whirl round, when they fell, and did not rise again." In the more active cases headache is generally one of the most marked and prominent symptoms. Vieusseux and Mathey, in describing the epidemic

meningitis occurring at Geneva in 1805, describes this headache as "acute" and violent; Fiske, epidemic of 1810, speaks of it as "distress almost amounting to torture, particularly through the temples;" Fish, epidemic in Hartford, Connecticut, 1809, says the pain is "sharp and lancinating," and is "sometimes confined to a small spot;" Gallup, in his "Sketches of Epidemic Disease in the State of Vermont," published in 1815, says this headache is felt "in the forehead between the eyes;" and Hale, in his "History and Description of an Epidemic Fever, commonly called Spotted Fever," published in 1815, says "that in a few instances it increased until it produced delirium." In a recent case in New York city, the patient was attacked about noon, as say the friends, with a very severe headache, with vomiting. The physician, who was immediately called, stated that the disease was not yet developed, solicited counsel, and declined to prescribe for the present. That evening the patient died. I trust that if any of us were called to a similar case of sudden and violent headache, with vomiting, we should know, at least, what to look for, and would think that now or never is the time for effective treatment.

Vomiting is very commonly present in the former stages of this disease along with the headache. It is a somewhat persistent symptom, and continues long after the ingesta of the stomach are dislodged. And yet we very seldom have any matters ejected of an unusual or morbid appearance. We have retching and the vomiting of mucus, or mucus and gastric juice. The matters ejected and the post-mortem after fatal cases do not indicate gastric lesions. We may have bile, after protracted emesis, but generally a whitish and viscid liquid resembling mucus. Another fact relating to the vomiting is, that it is often excited by the patient suddenly raising himself up. Now these three elements of the vomiting, viz., the absence of gastric lesions, the character of the matter ejected, and the fact that nausea or emesis followed the moving of the head, all indicate, most plainly, the cerebral origin of the often severe and persistent nausea and vomiting. The disease of the brain, and the vomiting is sympathetic. In yellow fever the matters vomited are peculiar, and we have the severest gastric lesions on post-mortem; in remittent fever they are bilious; in typhus vomiting is rare, and usually supervenes later; in the invasion of small-pox, or scarlet fever of a grave character, we may have severe vomiting but it is not persistent, nor is the character of the headache so severe, or so exclusively located in the frontal region.

Debility.—In connection with the headache and vomiting we find generally a sinking sensation in the epigastrium, which indicates also, as we think, the relation of the pneumo-gastric nerve to those nerves of organic life distributed to the stomach. It might be said, indeed, that this prostration of the nerves of organic life was only an effect of the general prostration of the system; but when we think how intimate are the relations and sympathies of the brain and stomach, it seems reasonable to ascribe this utter prostration of the stomach to the sympathy referred to. Along with this gastric debility and sink-

ing, we have general prostration, and this prostration differs from that of typhus and typhoid, in that it is so early and so sudden. The patient is generally prostrated from the commencement of the attack. North speaks of it as "a great, surprising, and sudden loss of strength;" he refers to it as "a constant and prominent symptom;" and he adds that "syncope sometimes occurs." Fish says that "the strength of the patient, from the moment of the attack, was completely prostrated."

Delirium is seldom absent in this disease. It may be wild and maniacal, or it may be stupid and foolish; it may be total, or the patient may have momentary intervals of reason; it may last for weeks, or it may last only a day or two. There are some cases commencing with violent insanity, with even unnatural strength; and then it will be very soon followed by a powerless exhaustion of the muscles and a comatose brain. Coma that is profound, we have not seen. We have seen it comparative and transient. Profound coma would indicate severe lesions, from which we should scarcely expect the patient to recover. If there is to be any success in our treatment it must be in preventing the development of that inflammation which causes the exudation of lymph. The early effusion of *serum* we must also prevent, or secure its speedy absorption. Coma, in a marked degree, and of any considerable continuance, would certainly indicate a fatal result. From such grave changes in the blood, from meningeal inflammation, and from the brain-structure being so severely involved, we are to expect coma toward the approach of death. If we cannot forestall and prevent, with a most decisive medication, this awful inflammation, its products, and the influences of those products, then, indeed, we are not masters of the disease, but the disease is master of our patient's life.

Hyperæsthesia of the skin is a marked symptom of this disease. Sometimes the entire surface is so morbidly sensitive as to be sore to the touch. The patient does not like to move, because it hurts him. In other cases the soreness is only partial. Press upon some parts of the limbs and body, and he shrinks, and otherwise evinces that you hurt him; press upon other places, and he gives no evidence of any morbid sensibility of the skin.

Anæsthesia of the cutaneous nerves exists in a few cases; there is numbness, or insensibility. Niemeyer ascribes this to pressure upon the posterior roots of the spinal nerves by exudation-matter, and this is entirely probable. Patients complain of numbness and coldness, which are frequently alternated with a prickling sensation.

Pain in the spine and limbs is a prominent symptom in all those cases in which the spine is much involved. Even when the patient shows no symptoms of pain in the spine, pressure along the spinal column will generally indicate decided tenderness of a greater or less section of the spinal nerve. Again, the initial point of tenderness has been, in the cases in which we have seen, in the upper portion corresponding to the cervical and upper portion of the dorsal vertebræ. We have always looked early for evidences of inflammation here, and have immediately directed remedies to relieve spinal tender

ness and pain. Again: Does not this seem to indicate, as before suggested, that inflammation in the lower portions of the nerve is produced by extension along the meninges from above; and also that we may hope to abort the spinal complication, if we adopt efficient treatment to overcome the earlier inflammation of the cerebrum and cerebellum? We have thought this to be a strong point in the successful treatment of this disease. When this pain in the upper portion of the spine is stopped by treatment, it has seemed to be an important part of the cure; at least, the other symptoms were mitigated, and the point of successful control of the disease seemed to be reached.

Opisthotonos is almost pathognomonic of this affection. It is caused by the congestion of the membranes of the cord, or by the pressure of the effused serum or lymph upon the cord. We have this drawing back of the head and permanent spasm in a large proportion of cases, especially in some epidemics. Dr. Strong, who wrote in 1811, says: "During the first two years, the extensor muscles of the head and neck were, in almost every case, affected with true spasm. * * * This symptom, however, disappeared with the petechial spots, and during the last two years was rarely observed." Dr. Parks, who wrote in 1864, states that out of 261 cases, severe opisthotonos existed in 107, slight in eighty cases, and in nearly all of twenty-six cases, so that the symptom was absent in only forty-eight; or in less than one-fifth of the whole number. This contraction and rigidity affects many other portions of the muscular system. It is sometimes partial and local, and sometimes general. It frequently affects the flexors of the upper and lower extremities, without affecting other muscles. A novel development of this muscular rigidity is given in a case related by Dr. Gordon, in the Dublin Medical Press and Circular for May, 1867, in which "the patient lay on her abdomen, and refused to allow herself to be moved on her back or on either side. Her spine presented a most wonderful uniform curve concave backward; her head was also curved backward on the spine of the neck."

Convulsions, or clonic *spasms*, have been frequently observed in this disease, especially in children.

Loss of muscular power, to a greater or less extent, and affecting the patient during the graver stages of the disease, or perhaps continuing for weeks after the commencement of convalescence, is often met with.

The eyes have almost every appearance, and we may almost say, every pathological condition. We may have redness, or a glaring brightness, or a dullness which indicates almost absolute senselessness. We may have increased sensibility, or no sensibility; dilated pupils generally, but sometimes contracted pupils; or the patient may be blind. Dr. Fish states a few instances in which blindness was the first deviation from health, and was generally followed by raving delirium. In some of these cases sight was restored in a few hours; in the others, after a few days; but several authors give instances of permanent loss of the sight.

The hearing is not unfrequently affected during more or less of the duration of the disease; and not very unfrequently patients lose their hearing during recovery. Purulent discharges from the ears have, in a few cases, followed. Permanent loss of hearing is sometimes the result of this disease. As Stille remarks, deafness "appears to depend chiefly upon the pressure of the plastic exudation in which the auditory nerves are imbedded."

The condition of the tongue has not offered any special indication of pathology, or suggested special indication of treatment, in the cases we have seen. It has usually been moist and coated with a whitish fur, and in a very few cases was dry and more or less brown. But we scarcely ever have the dark sordes, and cracking, and putrid effluvia, so common in aggravated typhoid or typhus.

The bladder is very liable to retention. It seems to have little contractile power; and even when there seems to be frequent urination or even incontinence, if we examine the hypogastrium we find the bladder full. We should naturally expect this if the spine be much affected; but we sometimes have retention, or an unconscious dribbling, when the special symptoms are not developed.

The respiratory symptoms are not such as to indicate pulmonary complications. If the case be particularly grave we may have those respiratory characters which result from injury to the nerves which preside over respiration. Any disease involving so primarily the nervous system, may produce some pathological conditions of breathing — sighing, or labored, or, if there be coma, long and heavy and snoring respiration.

The pulse varies exceedingly, not only in different cases but in different stages of the same case. It varies greatly, unaccountably, even in a single hour, in some cases. Nearly all authors speak of it as small, thready, and weak, as being almost always so. It is so, many times, but in many cases it has not been so uniformly of this character as has been represented by most authors. May not the depletive treatment of the disease pursued by many of these observers have changed the natural history of the disease in this respect? So it has seemed to me.

The physician who observes a case for the first time will be surprised at the sudden and remarkable variations in the action of the heart. In a single hour the pulse will change from slow to rapid, or from strong to feeble, and *vice versa*. It will rise from fifty to 100 pulsations per minute, in a very short time. You leave your patient with a pulse of eighty, and at your next visit, two hours later, find it 130. No disease is so remarkable for its sudden and extreme variations of the pulse as cerebro-spinal meningitis. The pulse of prostration and of reaction follow each other with a suddenness which shows alike the powerful depressing agencies of blood-poison and the results of effusion upon the nervous centers, and the struggles of the vital powers to reassert their rule.

The skin differs more in different cases of this disease, as to temperature and moisture, than in any other with which we are acquainted. In the first stages we not unfrequently have a hot skin, which may

be either moist or dry; but in many other cases we have but little increase of temperature, even at the commencement, the attack being so malignant as to depress the vital actions of the system to such a degree that we have but little of the fever of reaction. There is no analogy between the condition of the skin in this so-called "spotted fever," and its condition in any other fever. Its temperature often greatly changes in a few minutes; but after the first day or two the skin is usually scarcely above the natural temperature.

Eruptions are not so common as was formerly supposed. When this disease was first recognized as a distinct affection, an eruption was found in a considerable proportion of the cases, and hence it was termed "spotted fever." Gallup calls it "petechial fever." Some authors state that it was generally characterized by the eruption during one season, whilst on the next this was very rarely present. In the *Massachusetts* returns it was present in fifty-nine per cent of the cases. According to European writers, a general eruption has existed in a much smaller proportion — scarcely ten per cent of the cases being thus characterized, if we judge by the statements of Tourdes, Burdon-Sanderson, Wunderlich, Niemeyer, and others. Petechiæ, the usual eruption of this disease, are small spots, similar in shape and color to flea-bites: but the student will not be surprised to learn that in an affection so blood-poisonous, and in which the circulation is so liable to sudden and variously-located congestions, we may have numerous other eruptions, some of them of a remarkable character. Nor must we forget, when we realize how dependent is the function of the heart and blood-vessels upon the nerves which control them, that any extensive injury to the brain or spinal cord must especially manifest itself in the peripheral circulation. If the motive power of the circulation be paralyzed at the nerve-centers, how must irregular and morbid congestions occur in the extreme blood-vessels of the cutaneous surface. We speak of petechiæ as the usual eruption of cerebro-spinal meningitis, as we speak of small, lenticular, rose-colored spots as characteristic of typhoid; or of the non-elevated and darker red, and afterward purplish spots of typhus; but, in truth, we have in cerebro-spinal meningitis a great variety of eruptions, some one of which may affect any individual case along with or without the petechiæ. Kendall speaks of spots of "a scarlet or red-rose color;" Squire, of "cherry-colored spots;" Bestor, of "efflorescence, resembling measles," and of an "uniform redness, like erysipelas;" Reid, of "an exanthematous eruption of short duration;" Poley, of "peculiar small spots of a Spanish-brown color;" and different writers speak of ecchymoses, or vibices, or gangrene, as occurring in particular cases.

The duration of this disease "is without law or order." In some cases it is of very short duration, only a few hours; in others, it may run for weeks. It may commence with the most violent symptoms of pain and fever, and yet the patient may be convalescent in two or four days; or, a case apparently similar may die within twelve or twenty-four hours. Gallup, Upham, and Hale indicate that the average duration of fatal cases was from four to seven days. If the

patient live, the symptoms will usually change after two or three days and run into a milder fever, with a tendency to prostration, which may continue for a week or a month. Hirsch says that "its duration is between a few hours and several months;" and Tourdes most expressively says "the disease is distinguished by the slowness of its cure and the rapidity of its fatal issue." The writer of this paper has treated not a few cases, but none of them have been fatal. The initial symptoms were, in nearly all cases, very severe, and the treatment was very active; and we have only seen five cases in which the convalescence was protracted, and four of these were cases in which we were called in consultation with other physicians. But any good pathologist, though he may never have seen this disease, will quickly appreciate that any affection, the elements of which are blood-poison and inflammation, and the seat of which is in the blood and in the cerebral and spinal meninges, will rapidly induce general exhaustion, and a deteriorated functional action of nearly all the vital organs. Hence we have mental exhaustion, general emaciation, soreness of the skin, impairment of muscular power, and sometimes deafness or impaired vision. Dr. B. F. Chapman, a very intelligent graduate of the Eclectic Medical College of the city of New York, reported a case in the Brooklyn Academy of Medicine, in which the patient recovered, but with a total loss of hearing. Such cases are not uncommon.

Insanity, idiocy, and softening of the brain, are not unfrequently induced by the condition in which the brain is left by this disease.

Mortality.—This disease, like diphtheria, and other epidemics, differs exceedingly in its mortality. In some epidemics it has been very fatal, seventy-five per cent. In others, no more than twenty or thirty per cent. Prof. Flint says: "All observers agree as respects a large death-rate in cases of this disease. The prognosis in all cases in which severe symptoms occur—such as notable delirium, coma, convulsions, and muscular contraction—is exceedingly grave." All authors report cases in which patients would seem to be convalescent, and then, in perhaps a very few hours, there would be a relapse, which, in many cases, would be fatal.

TREATMENT.

It will be at once apparent that no one course of medication is adapted to all cases. There is difference in the development of symptoms and the activity of those symptoms; and the same case may be at one time a destructive development of inflammation, and at another time a case of pure prostration.

It is not wonderful, then, that individual observers, basing their therapeutic indications upon the symptoms of single cases, or watching the progress of one epidemic, have resorted to exceedingly various and fundamentally opposite courses of treatment. This disease has especially prevailed, again and again, in the four thinking nations of the world—Germany, France, Great Britain, and the United States; and has prevailed, more in these nations than any others, except, perhaps, Sweden. The medical scholarship of the world belongs to these nations; for in them have been chiefly discovered

and developed the individual facts which belong to each of those sciences which make, in the aggregate, the theory and practice of medicine. Most eminent medical scholars, educated in the dissecting-room and the laboratory, and skilled in accurate habits of observation at the bedside, have critically and anxiously studied cerebro-spinal meningitis. But the record of the several treatments is a record of contradictions; and perhaps it is not unjust to say a record of failures; for the uniform testimony of allopathic writers is in essential accord with that declaration made by the latest American writer on theory and practice, Prof. Flint, when he says: "There are few epidemic diseases so destructive to life as cerebro-spinal meningitis." Another writer, in speaking of the different methods of treatment, says: "It is certain that a uniform, or even a general, success can be claimed for neither of them."

Were it consistent with the limits of this paper, it would be interesting to trace the history of the methods of treatment which have been adopted. The most extreme depletion was generally resorted to only a few years since, including emetic doses of tartrate of antimony, repeated, and free bleeding, and large doses of calomel; whilst a few eminent practitioners, especially American, have been opposed to such indiscriminate depletion, and have adopted a treatment which has been, in part at least, supporting. The depleting party has had constantly in view the inflammatory element of the disease, whilst the stimulating party has urged the zymotic, congestive, and sinking character of the affection, so expressively designated in their favorite name for the disease—*typhus syncopalis*, sinking typhus. Besides this antiphlogistic treatment, the other medication has largely consisted of opiates, cold water or ice to the head or spine, blisters, the warm bath and warm fomentations, vinous and alcoholic stimulants, quinia. In addition to these remedies, the solution of the arsenite of potassa has been used as a special stimulant; and, in the latter stages of the disease, the iodide of potassium, to promote the absorption of the serum and lymph which had been effused in the earlier stages.

Active purgation, except from calomel, has been resorted to by only a few; and the former employment of blood-letting, calomel, and antimony, has at length essentially fallen into that disuse which it most certainly deserves. But where are we? Have we any thing better? The contradictions of the past makes medical practice appear like any thing else rather than like either science or success; and numerous deaths every week, in this city, from this disease alone, attest that quinia, whisky, morphia, and hydrate of chloral constitute a treatment far from satisfactory. Is there nothing more efficient? No one supposes that these latter remedies cure the disease, but only support and quiet the system; while, to a certain extent, the quinia may also neutralize the blood-poison.

What, then, are the therapeutic indications in this disease, and by what agents shall we fulfill those indications?

The first indication of treatment is:

To stop the inflammation in the cerebral membranes, and promote

absorption of the effusion. We must do this, or the effusions will take place, and damage also be done to the nerve-structure of the brain and of the spinal cord. We must do this quickly — avert that threatening inflammation; or limit and control it if already present. To do this we would use —

(a) *Podophyllin and bitartrate of potassa*, thus:

Recipe: Podophyllinis, two grains; potassæ bitartratis, one and one-half drachms. Mix intimately, and divide in four powders. Give one in syrup, or in a little sweetened water every two hours, until free catharsis is induced.

It is well, in every case, to precede the exhibition of this powder with the application of a small sinapism to the epigastrium; and this may be considered indispensable if there has been vomiting or nausea.

The action of this cathartic is peculiar. It operates without that nausea, griping, and prostration which podophyllin, when given in other forms, often induces. It produces very copious serous discharges, and thus carries off a large quantity of serum from the circulation. It thus causes, undoubtedly, the absorption of that first serous effusion which may have already taken place in the head. It produces a powerful metastatic action, changing the seat of excitement from the brain to the alimentary canal. Unquestionably it acts also upon the liver. We regard this point of immediate absorption of the effusion and the prevention of further effusion, as one of the utmost importance, and of all agents we have ever used, none are so powerful to promote absorption of the effusions resulting from the inflammation of serous surfaces as podophyllin. Any physician who has used this agent in hydrocephalus and synovitis knows its efficient action in this respect. Those who have not used it can have no just idea of its sovereign efficacy. Theoretically, the intelligent physician might object to it, as liable to produce exhaustion; but let him try it, and he will see that it so effectually relieves the head and reduces the inflammation, that the patient is at once on the way to recovery. The inflammation is checked, and if effusion has so early taken place, it is probably absorbed.

(b) *Tr. veratrum viride* is the agent, of all others, to produce that arterial sedation which further controls the local inflammatory action. It should be alternated, at the very commencement of treatment, with the powders of podophyllin. Will it not produce extreme depression? Will it not nauseate? Not at all, as we have ever seen, if we use the saturated alcoholic tincture of the *green root*. Its action is neither to nauseate nor to irritate the bowels, nor is it likely to be cumulatively depressing to the heart's action. We cannot trust the officinal tincture of the dried root; we shall be delighted alike with the efficacy and the pleasantness of the action of the tincture prepared from the green root.

Here let me suggest that we attribute other action than arterial sedation to this agent. So long ago as 1865, we noticed, and called the attention of the profession to a supposed action of veratrum, which we had not seen referred to in the writings of any author on this

agent. We believe it to be an antidote for some of the blood poisons. This conviction arose from its influence in diphtheria, in which disease we have for many years given it, whether the pulse were sthenic or asthenic. We found that when we reduced the pulse to eighty or less, the diphtheritic patient was safe — even if we then discontinued it. Neither the local inflammation of the tonsils nor the fever would return. No disease is more generally recognized as zymotic than diphtheria; and the fact that the disease did not return after the specific effects of veratrum, influenced me to believe that the veratrum had destroyed that blood poison upon which both the local inflammation and the constitutional symptoms depend. We use veratrum internally in erysipelas, alternated with tincture of chloride of iron; and considering cerebro-spinal meningitis as also a blood disease, we have used the veratrum, as one of the most appropriate remedies, keeping in view also its sedative action, and its control over local inflammations.

(c) *Alcoholic vapor sweats* constitute a powerful means of equalizing the circulation, and thereby relieving the cerebral congestion. We must call that blood away from the brain. Either immediately, or else after the action of the podophyllin, fill some bottles with boiling water, cork tightly, and wrap around the bottles some cloths wrung out of diluted alcohol. Place these to the limbs, and the patient is soon bathed in a profuse perspiration.

(d) *Ice-water and alcohol*, in the proportion of three parts of the former to one of the latter, should be applied frequently and freely to the head. Some excellent physicians prefer hot water, but if we keep the extremities warm, the cold water and alcohol will be found grateful and efficient. The treatment of these four agents will, in many cases (probably in nearly all if the physicians be called early), either arrest the disease entirely, or so modify its activity that it is afterward easily controlled. This medication stops the cerebral pain, moderates the pulse, equalizes the circulation. It unquestionably limits the inflammation of the cerebral membranes, stops the effusion, and promotes its absorption; and we cannot doubt that the veratrum acts specifically to neutralize the blood poison.

But suppose the fever progresses, in a modified degree, and continues for one, two, or three weeks, how are we to treat it? Or, suppose we take the case from the hands of another physician, who has not succeeded in preventing the effusion of serum and lymph, and we have these products and their effects to deal with, and we have also an irritative fever, prostration, or other symptoms, to treat. Under such circumstances each case is almost a case by itself. We have no exact formulas for its treatment, but must treat each case according to its individual development. And yet there are certain methods of treatment adapted to the more common developments of the disease, and its sequæ, which we have found very efficient.

We have sometimes a moderate fever, with pain in the head and morbid sensibility to light. With a view of limiting the local inflammation and the consequent constitutional fever, we would give the tincture of veratrum and the fluid extract of belladonna, alternately,

each once in two hours, and each in the dose for an adult, or from three to five drops. Veratrum certainly controls the fever and the belladonna seems specially to overcome the congestion of the cerebral blood vessels. We have, on several occasions, lessened the dose from five to two drops of each of these agents; when the symptoms would very soon become more aggravated, and we would be compelled to use at least four drops. Apply belladonna to an inflamed surface and examine it under the microscope, and we will see that the blood vessels are smaller; and we have no doubt that the effect of this agent in this disease is to contract the blood-vessels of the cerebral membranes, whilst its soothing and narcotic influence greatly modifies the irritation of the diseased surfaces, and in fact overcomes the cerebral congestion generally. The restlessness and pain and oppression and morbid sensibility have been overcome so manifestly, that we have considered it a very valuable agent.

For pain in the back of the head, pain and tenderness of the spine, and the opisthotonos, so common to this disease, we have kept the posterior portions of the head and the sensitive portions of the spine constantly bathed in equal parts of the tinctures of aconite root and arnica.* Sometimes we prescribe this at our very first visit, and in other cases not until after the sweating and catharsis which constitutes our radical treatment for averting the disease. This lotion produces a local anæsthesia of the peripheral nerves, which has a very salutary effect. Nor does this seem to be all; it must be, to some considerable extent, absorbed, else it would not overcome that opisthotonos which is dependent upon the condition of the nerve-tissue encased in the skull and vertebral column. If this application be applied early, along with the treatment heretofore suggested, we will almost entirely overcome the pain in the cerebellum, the pain and tenderness of the spine, the opisthotonos, and those pains in the knees, elbows, and other portions of the extremities which are so peculiar to cerebro-spinal meningitis. We have sometimes, with the happiest effect, substituted belladonna for the arnica in the lotion. Aconite *benumbs* the nervous structures, belladonna *contracts* blood vessels; and in the two we seem to have that *rationale* of therapeutic action so satisfactory to every mind desiring to know the therapeutic theory as well as the effects of remedies. Inquire for pain in the cerebellum and spine at every visit, and press upon the vertebræ for tenderness, and apply the lotion every hour or two, until you have essentially overcome all opisthotonos, pain, and tenderness. If the nurse be faithful, the patient will soon cease to complain that his "hands are asleep," and that he has a "tired pain in the wrists and ankles." Let most of the hair be cut off from the scalp of the occiput, in order that the lotion may be more thoroughly applied.

To equalize the circulation, and keep it equalized, is one of the most efficient methods of overcoming cerebral congestion. We keep bottles of hot water, or a ginger poultice, constantly applied to the feet, or some portion of the lower extremities; the ice-water and

* Of course no intelligent physician would apply this lotion to a *blistered or raw surface*, as its too free absorption would then develop constitutional poisoning.

alcohol to the head. As the fever and delirium and heat of the head become less, we lessen the persistency and amount of their application.

The use of active cathartics, after the first day or two, is scarcely indicated; but constipation belongs to the natural history of the disease, and we shall be compelled to exhibit aperients to secure the natural action of the bowels. A small pill of podophyllin, extract of nux vomica and belladonna, taken occasionally, at night, will secure this, keep up the biliary secretion, and relieve the head.

Diuretics will do good, undoubtedly, by assisting to eliminate, through the urinary secretion, the blood poison. The acetate of potassa, tincture of colchicum-seed and spirits of nitre, with aromatics, will form a useful combination, and will tend also to stimulate the action of the bladder whenever it is full. Sometimes the bladder is almost paralyzed by the condition of the spine, and it may become full and distended without the consciousness of the patient. We may be required to use the catheter; and where the case is a grave one we should daily examine the hypogastrium to ascertain if there be retention. The urine is frequently morbid in character, and if it remains undischarged may do much injury. A fomentation, of a cloth wrung out of hot water, with some spirits of camphor poured on it, and applied once or twice a day, will stimulate the action of the bladder, and prevent the unconscious dribbling which is so annoying to the patient and his friends, and will generally obviate the necessity of the use of the catheter.

For debility, intermitted with fever in the evening, which, in these cases, is liable to continue for days after the head is relieved, we have alternated the tincture of veratrum with the tincture of the chloride of iron; giving the veratrum in doses of two or three drops, and the iron in doses of ten drops along with two or three drops of the essence of cinnamon, in simple syrup. We give the veratrum, at this stage, for its effect on the blood poison; the iron for the same reason, and also as a tonic, and not least for its specific action on the stomach in rousing that organ to secrete the gastric juice, so as to secure the digestion of nourishing articles, and thereby the manufacture of blood and the keeping up of the strength by alimentation.

For alimentation we give, almost from the commencement, beef-tea, well-cooked flour-gruel made quite thin, "milk-porridge," and occasionally some other articles. We here protest against the exhibition of those large quantities of uncooked milk, which some physicians prescribe. There is scarcely any secretion from the gastric follicles; the milk cannot be converted into curd and whey, and is simply an oppressive and undigested substance, not nourishing the system, and sure, sympathetically, to induce a still more oppressive condition of the head.

For extreme prostration the most efficient remedies, as we think, are nux vomica and phosphorous. We give the former in the form of its salts, strychnia, in solution; and, by its specific action over muscular structures, keep going the enfeebled and fluttering and exhausted heart. We give the latter in the form of diluted phos-

phoric acid, with water; and by it we stimulate the palsied nerve-force of the brain. Exhibiting these agents alternately, giving each once in two hours, we have, both rationally and practically, a treatment infinitely superior to these alcoholic stimulants which are now generally given by the profession. The deficiency of vinous and alcoholic stimulants is that they *will not hold*. They are not permanent. Their stimulation is followed by depression, and, after a time, their action gives out. Not so with strychnia and phosphorus. We have more than once recommended, in consultation with professional brethren, these remedies, after they had used the alcoholic stimulants most faithfully, with the exhaustion becoming more and more extreme, and both they and we have been gratified to see the patients get a stronger action of the heart, and a more vital action of the brain, by the exhibition of nux and phosphorus. The patient will rally every hour, without alternating depression, and will live.

More than once it has seemed to us that stupor and other symptoms of cerebral oppression have been kept up by the whisky, brandy, or wine; and just as soon as they were discontinued, and the above agents substituted, not only was the patient's pulse steadier and stronger, but the head-symptoms less, and the patient would brighten into mental consciousness, after being stupid for days. It is the farthest thing from clear-sighted science, to give, in a disease characterized by irritation, congestion, and inflammation of the brain and its membranes, those alcoholic stimulants whose most constant action is to produce a distended condition of all the cerebral blood vessels.

This cramming of patients with milk, which cannot digest, but must oppress, instead of beef-tea, which is absorbed without digestion, and this stimulating, and crazing and stupefying a brain already overcharged with the congestion of its blood vessels, and with those effusions which are the result of inflammation, look to us like any thing else than science or sense.

As tonics, to rally the strength during convalescence, we prefer such agents as salicin, iron by hydrogen, xanthoxylon, and hydrastis, to quinine. The latter agent is decidedly objectionable in the active stages of the disease, because of its influence to promote cerebral congestion, and, in the comparative debility of convalescence, these are far safer and better tonics.

We are fully aware that the treatment now presented is entirely unlike that recommended by any writer upon cerebro-spinal meningitis; nor have we consulted any author who has any strong confidence in the remedies which he suggests. The whole subject of treatment, as given by the authorities of the allopathic school, is replete with disagreements and contradictions. We have stated our remedies and the reasons for their use, and they certainly have been successful in a large number of cases — in all the cases we have ever treated.

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MENTAL INFLUENCE AS A REMEDIAL AGENT.

BY JAMES ANTON, M. D.

Nothing in medical literature of the past or present, is more remarkable than the conflict of opinions about the value of particular medicines and methods of treatment. In frequent instances, medicines, highly extolled by eminent physicians for their efficacy in certain diseases, have been pronounced worthless by others as eminent, who assert that they have employed them in similar cases. Other medicines that had been popular with physicians and the general public at one time, have afterward been rejected as worthless. There has likewise been a wide difference of opinion about the amount of dose necessary, and it is steadily becoming wider. The diversity of sentiment in regard to the value of particular medicines for specific pathological conditions, is as great to-day as heretofore, and it is common alike to all schools of medicine. Many instances can be enumerated in which reputable physicians, for many years, used certain prescriptions with apparent success, when others failed to see any good effects from their employment for the same kind of cases. Pages can be filled with such instances. Most physicians know of such.

How is it that a medicine will seem to do so much good when given by one man, and fail when prescribed by another of equal skill, under similar circumstances? In the cases where cures were the result, was it nature, the medicine, or the peculiar influence which the physician produced on the mind and nervous system of his confiding patient that accomplished the satisfactory end? There are medicines in common use to-day, as we are all aware, that generally produce effects similar to what they did a lifetime ago, by whomsoever given, yet physicians of late contend that the curative powers of several of these standard articles, are increased nearly in proportion as the amount of the dose is diminished. This has long been asserted by homœopathists; and of late, Dr. Scudder also tells us that a few drops of tincture, in four ounces of water, given in doses of a teaspoonful every few hours, will produce more favorable results than the large doses prescribed by himself and other eclectics "in the olden time." Many other eclectics, likewise, claim increased success from the use of such small doses. Nevertheless, others say that they fail to succeed when using such attenuations as directed; thus still leaving the question practically undecided about the effects of any given quantity of medicine.

Amid all the diversity of opinions about modes of practice, and the value of particular medicines, it is evident that many of all branches of the profession are laying aside harsh and dangerous agents. Medicines are administered in smaller bulk and quantity than had formerly been supposed to be necessary. Some, among our homœopathic brethren, are even attenuating their doses beyond the thirtieth to the two-hundredth dilution, and they claim increased success by this "whittling down" of their doses to what looks like "the little

end of nothing." The proposition appeared absurd to many, that a dose of the two-hundredth, or even of the thirtieth dilution, can produce any marked effect, chemical or physiological, on the human system without the aid of more potent means. Figures show that if one drop of the "mother tincture," and all its products, be made up and attenuated to such a dilution, it would make an ocean vast enough to drown many worlds like ours beyond the reach of sounding-lead—unless its line should be as extended as the credulity of those who believe that a few drops of such an ocean could contain enough of the original drops of tincture to produce any medicinal effect, without the use of other and more powerful means, in connection with it. Yet thousands of educated physicians teach that diseases are cured by medicine in this form; and tens of thousands of their confiding patients believe they have been cured by such infinitesimal doses. However absurd such a practice seems, yet every candid observer must admit that homœopathists have been about as successful as were the practitioners of the school from which they seceded.

Among the many well-recognized causes of disease, ample evidence exists in medical books and works on mental hygiene to prove the effects of mental disturbance in producing acute disorders. Epilepsy is often produced on nervous persons by seeing others suffering with the malady, and large numbers of children in the same school are so affected. The action of the heart is often affected by fear, and the whole muscular system weakened. Anger will arrest the secretions, destroy appetite, and even life. The Roman emperor, Nerva, died in a violent fit of anger against a senator who had offended him. The Emperor Valentinian, in a fit of passion, burst a blood vessel and fell lifeless. The celebrated Dr. John Hunter also died suddenly from the effects of a fit of anger. But even "excessive and sudden joy," says Haller, "often kills, by increasing the motions of the blood, and exciting a true apoplexy." Dr. William Sweetzer, in his *Mental Hygiene*, gives the following, among other examples: "Diagoras, a distinguished athlete of Rhodes, died suddenly from excessive joy, on seeing his three sons return, crowned as conquerors, from the Olympic games. Chilo, a Spartan philosopher, one of the wise men of Greece, on seeing his son obtain a victory at Olympia, fell into his arms, and immediately expired."

If time permitted, hundreds of well-authenticated instances might be added of similar character. Now, in view of the fact that mental influence can disorder the nervous system and produce disease, and even death, and that many and great changes have taken place in the practice of medicine in regard to the quantity of dose and mode of administering, is it not reasonable that there is some *potent*, mysterious agent, superior to many reputed medicines, that often diffuses sanative influences on the nervous systems of the sick, and actually effects cures of patients by physicians of all schools—large doses and sugar pellets, in the meantime getting the credit of the cure? If there is such an agent, may not its influence account for the success of different physicians, who treat similar diseases with medicine

said to have opposite properties, or by articles that proper tests prove to be inert, but which seem to produce the full effect which the sick had been led to expect? I believe there is such an agent, and that it is able to produce good or bad effects on the nervous systems of the well or sick. It may act either through the person's own mental influence, or that of others — more especially of physicians of strong will, fine conversational powers, and great faith in their own methods and medicines. Such doctors have great success in winning the confidence of the sick, and inspiring them and their friends with full confidence of their skill, and the good effects of their remedies.

That remarkable effects are often produced on the well and sick, by an influence brought to bear on their minds, has often been witnessed by medical men. If this influence can be made to produce chemical and physiological effects on the blood and nerves, will it not account for the cures of cases by articles of opposite properties, or inert substances, or by such prescriptions as the thousandth part of a drop of aconite or bryonia, or the millionth part of a drop of pulsatilla?

There are few physicians unaware of the advantages of having the confidence of their patients and the good will of nurses and friends. If the faith of the patient and his friends in the skill of the doctor, or in the medicines used is beneficial to the sick, it will account for the frequent success of a popular though ignorant prescriber, in cases where scientific men fail, when patient and friend are repelled by their manners. For the sick are, undoubtedly, affected, favorably or otherwise, by the appearance and manners of the physician, and also of the nurse or visitors, without any of them trying to produce such effects. Every observing physician must have seen instances of this; and if wise, he will turn the result of his observations to useful account to himself and patients.

The effect of personal influence on the sick has been acknowledged by many eminent medical writers. Prof. Howe says, "A spiritual, generous and complacent physician 'doeth good like medicine;' HE is the curative principle; under his benign ministrations the sick and sorrowful take courage, grow in hope and recover."

Dr. Baglini says: "I can scarcely express how much the conversation of the physician influences even the life of the patient, and modifies the complaints; for a physician, powerful in speech and skilled in addressing the feelings of a patient, adds so much to the power of his remedies as frequently to overcome dangerous diseases with very feeble remedies, which more learned doctors, languid and indifferent in speech, could not have cured with the best remedies that man could produce."

Prof. Alexander Wilder observes: "A physician is expected to be a well-educated man, generally — a man who can converse with an intelligent patient; upon whom cheerful and enlivening conversation will have a better effect than either bolus or pellet."

Dr. Niemeyer says: "Moral treatment is of the utmost importance in all cases of hysteria, whatever be the source of the disease." Dr.

Bomberg, speaking of this disease, says: "Mental treatment is of such importance that, without it, all other remedies fail." *

I will pass by a great multitude of such testimonials, and cite a few facts in illustration of the power of the mind over disease. In Paris' Life of Sir Humphrey Davy, it is related that "Dr. Beddoes inferred that nitrous oxide must be a *specific* for palsy." A patient was selected for trial and placed under the care of young Davy. Previous to administering the gas, Davy placed a small thermometer under the tongue of the patient. The paralytic man, wholly ignorant of the process to which he was to submit, but deeply impressed by Dr. Beddoes with the certainty of its success, no sooner felt the thermometer between his teeth than he concluded the talisman was in operation, and, in a burst of enthusiasm, declared that he already experienced the effects of the benign influence throughout his whole body. The opportunity was too good to be lost. Mr. Davy did nothing more, but desired his patient to return next day. The same ceremony was repeated; the same results followed; and, at the end of a fortnight he was dismissed, CURED — no other remedy, except the thermometer, having been used. If, in this case, a few drops of tincture, well diluted, or a few powders of the thirtieth trituration, had been given occasionally, with equal assurance from the physician, who doubts but equally good results would have followed! Both patient and physician might have honestly believed the drops or powders were entitled to the credit of the cure, when they — like the thermometer and the doctor's assurance — would have acted only on the mind and nervous system, and thereby produced the cure.

Another remarkable instance is given by Dr. Johnson. He says: "During the siege of Breda, in 1525, when the garrison was on the point of surrendering from the ravages of scurvy, a few vials of sham medicine, introduced by the Prince of Orange's orders as the most valuable and infallible *specific*, and given in drop-doses as such, produced astonishing effects; such as had not used their limbs for weeks before were soon seen walking in the streets, and many who declared they had been rendered worse by all former remedies, recovered in a few days, to their inexpressible joy." Here the drops received the credit, as do the sugar pellets of the present day, for the effects produced on the minds of the patients by the assurance of the prescribers. Dr. Johnson's statement shows that Hahnemann was not the first to use small doses, nor Dr. Scudder to treat with specifics. The prescription of the Prince of Orange appears to have been successful by reason of its influence on the minds of his soldiers.

There are also well-authenticated instances in which the alarm of fire, or some other great danger, acting through the mind upon the nervous systems of bed-ridden, rheumatic or paralytic invalids, they forgot their infirmities, arose from their beds and fled with agility; some of them retaining the use of their limbs from that time.

A lad in my employ had raw sores on the fingers of both hands, their whole length. They were so stiff and painful that only with great difficulty could he put wood in the stove. One night the alarm

* Boerhaave.

of fire awoke us to see a wing of our building in flames. The boy jumped from bed and coolly asked where he would carry the things to a place of safety. He worked with a will and made a number of trips with loads of various articles; and after the fire was subdued he helped to bring the things back. I then inquired of him how he handled things with his sore fingers. He looked at his hands with apparent surprise, and said he had forgot all about them, and felt no inconvenience from their condition. They were as stiff and sore as usual by morning, but no more so.

The report of bad news has often spoiled a keen appetite. A few words have sometimes produced emesis, and a few words have started the salivary glands to flow when a toothsome article was described. Some may say that such cases were all the effects of imagination.* Granted. But did it not produce a change of nervous action, and may not a change of nervous action cure disease? Dr. Brown-Sequard, in his late lectures on the nervous system, contends that such may be and often is the case, and illustrates it by many striking facts. He says: "The power of the mind over the body is much greater than most of you imagine. The secretions may be very powerfully affected by the influence of the mind over the body. There are many facts which show that the secretion of milk may become poisonous for a child in the mere emotion of the mother, and especially from anger. * * * There are cases, although they are not common, in which death has resulted; and alterations of health in children from these causes are very frequent. * * * Every one knows, also, that the secretion of bile, the secretion of tears, and the secretion of saliva, are very much under the influence of the nervous system. The cure of any illness which does not consist in any disorganization of the tissues, can often be accomplished when the person thinks that it can be done. There is no doubt at all, if we could give the patients the idea that they are to be cured, especially if we could name a time for it, which is a great element in success. I have succeeded in this way sometimes, and I may say I succeed more and more now than formerly, because I have myself the faith that I can in giving faith to others obtain a cure."

The foregoing is very strong testimony in favor of mental influence as a remedial agent from one who is generally recognized as amongst the first, if not the first, in the profession for his researches and knowledge of the nervous system. He strikes the key-note in this expres-

* To say that the imagination produces such potent results, is only to attest what is true—that it is an entity of real power and influence, and not a nothing. It is very certain that few persons ever make great achievements, either in science, art or enterprise, whose imagination and tendency to building air-castles are not very active. Indeed, it is the province of the mind to imagine—to form images which shall constitute its pattern or model of the subsequent work. The mind-image is the real one, the original. It is but a step further for the mind to direct the muscles of the body to act. What is so marvelous, or whimsical and ridiculous, in its control of the organism to produce illness or to restore health! It may be, and indeed is, the exercise of the power of will, but imagination indicates that exercise. We are "the stuff that dreams are made of;" however much the fact may be derided by mere superficial sciolists. A. W.

sion : "*in giving faith to others.*" When the physician can do that, he finds his success much more easy.

One more case from the writer last quoted. "A student of theology, having the idea that all pills were purgative, looked for pill, in a medical dictionary, which first he noticed, was *compound-opium and henbane pills* — very stringent in their nature. He took a certain number of these pills, and instead of becoming constipated he was purged, just as he wanted to be." Some of you have heard of people being purged by bread-pills; but in this case of the theological student, his mind had to overcome the influence of the active agent and so produce an effect directly opposite to what should ensue, from the well-known qualities of the pills.

I have had cases in my own practice where the fear of mothers for the lives of their sick children was so great that I was satisfied it had a bad influence on their milk, and injuriously affected my little patients. In some cases I found I could do but little for their relief until after a change of milk. The gastric distress then subsided and recovery rapidly followed.

Dr. Carter gives a remarkable instance of the influence of the mind on the organism. He says: "While a mother was looking at her child, who was standing at the window with its fingers under the uplified sash, she saw the sash come down with great force and crush three fingers of the poor child. The mother remained unable to move, feeling immediately a pain in the fingers of the very place where the child had been injured. The fingers swelled, and an effusion of blood took place, and ulceration followed, and she was a long time in being cured."

If mental influence can produce such effects as the foregoing, is it not able to do all that is claimed for infinitesimal doses, or the many nostrums and inert articles that have so often been relied on, and lauded as valuable remedies? And may it not also explain the success of one physician, with an article in which he had great confidence, while the same drug proved useless in the hands of other competent physicians, who experimented with it without showing or having any faith in its virtues?

But I will not extend this article by introducing more facts from medical writers or my own experience. Nor will I mention the effects of mesmerism, Perkins' tractors, or the influence of the ingenious advertisements of patent nostrums on the imaginations of invalids, in order to illustrate the influence of the patient's belief over his disease, or nervous system. Nor will I dwell on the influence of the mind or manners of the doctor, the nurse or others, as effecting cures, instead of the supposed medical agents used.

If there be truth in this theory of mental influence, and it become understood and acted upon, it may greatly aid the physician and accomplish much good. It will, however, by no means do away with the use of medicines, although it may effect the throwing aside of a great amount of worthless trash now prescribed to the sick. It will also lead to a more careful study of the chemical changes produced by disease, or of the diseases induced by chemical changes in the sys-

tem, and the use of remedies having the known chemical qualities necessary to counteract the diseased condition, and will thereby render the practice of medicine still more scientific and successful — “a consummation devoutly to be wished.”

While I thus implicitly believe in the influence of the mind in effecting many cures, I have got a good deal of faith in medicines, and can by no means subscribe to the opinion of Dr. James Johnson, an eminent English medical writer. He says: “I declare my conscientious opinion, founded on long observation and reflection, that if there were not a single physician, surgeon, apothecary, druggist, or drug, on the face of the earth, there would be less sickness and less mortality than now obtains!” Nor can I believe in the declarations of the celebrated Prof. Magendie, to his students at the medical college in Paris, as follows: “Gentlemen, medicine is a great humbug. I know it is called a science. Science indeed — it is nothing like science. Physicians are mere empirics when they are not charlatans. We are as ignorant as men can be. Who knows any thing in the world about medicine? Gentlemen, you have done me the honor to attend my lectures, and I must tell you frankly that I know nothing about medicine. I repeat it to you, there is no such thing now as *medical* science. I grant you, people are cured; but how? Nature does a good deal; imagination does a great deal; doctors do — devilish little.” Prof. S. P. Sedgwick, of Chicago, says: “There can be no doubt that the world would be better off, that there would be less premature deaths, and less suffering from pain, if every so-called doctor were swept from the face of the earth.”

Although I have not as much faith in drugs as I had during the first years of my practice, I still believe them indispensable to the physician; but I have no doubt their influence may be materially aided by favorable impressions made on the mind of the patient by the physician or others.

LEBANON, OHIO, *June*, 1876.

NASAL CATARRH.

ITS CAUSES, SYMPTOMS, AND TREATMENT.

By B. F. CHAPMAN, M. D.

Nasal catarrh, or catarrh in the head, *rhinitis* and *coryza*, as it is *technically* called, when in the acute or inflammatory state, and ozæna when it has assumed the chronic form, was believed by Hippocrates and Galen to be a *flux from the brain*, a sort of *cerebral purge*, escaping through the pituitary gland and sphenoid bone, and in this way reaching the nose. Schneider, who held a professorship in the medical college at Wittemberg, whose name the mucous membrane of the nose still bears, published a treatise in 1660, showing the fallacy of this supposition; he proved, by anatomical demonstration, that

no canals existed through which such discharge from the brain could take place. With our present knowledge of anatomy and therapeutics, we know that nasal catarrh is the result of an inflammation of the mucous or Schneiderian membrane, caused, principally, by repeated colds, which seem to settle in this particular locality, although various other causes conduce to bring on this disease.

Catarrh in the head is often met with as an *epidemic*, and the question frequently arises: is it contagious? There is no doubt in my mind but that this disease may be, and often is contagious, when brought in direct contact with the secretion, as in using the same handkerchief, as well as by bringing the diseased organ in direct contact with a healthy one; and, indeed, it cannot be denied that there is an abundance of evidence in favor of this theory.

We often observe one member of a family after another attacked and not simultaneously, without being able to account for their attack by any ætiological reason, such as exposure to cold, or change in the weather, for the production of the latter cases.

I have known of several instances of newly-married people who before marriage, either the bride or groom was in a perfectly healthy condition, never having had even a symptom of catarrh, while, on the contrary, the other party had suffered from the disease in its chronic form for a number of years, perhaps; and after a few weeks or months of married life, decided catarrhal symptoms were developed in the one that had previously been healthy, and remained until successfully treated and cured.

The fact of epidemics of this disease is difficult to explain in any other way. No one will attempt to deny that the poison from a gonorrheal discharge is capable of infecting the nose, as well as the mucuous membrane of the eye or conjunctiva; as cases are repeatedly brought to the notice of the profession, where the poison has been transmitted to the membrane of the nose and eye by the fingers, not only of the patient himself, but from another person * * *. It has often been observed also, that new-born children were affected with catarrh in the head, and conjunctivitis where no other cause could be attributed than a gonorrheal or catarrhal discharge from the mother during birth; and I am satisfied that a far larger proportion of cases of catarrh as well as conjunctivitis in new-born babes, are not to be attributed to sudden changes in the temperature, but to an infection in the vagina of the mother, in the form of the local inflammation above named.

It appears, then, that the nose does not differ from other mucous membranes, in its capacity for being infected by secretions, nor is there any reason for believing the secretions of the membrane of the nose are less infectious than the secretions from any other membrane. It is true that some people show a decided predisposition to this disease, and attacks are often brought on from the slightest exposure, while others may expose themselves to all of the ordinary causes without its having the least effect upon them.*

* Is not a predisposition to erysipelas the real liability, of which catarrhal tendencies are one form of manifestation? A. W.

CAUSES.

As before stated, the most frequent cause of nasal catarrh is repeated colds ; other causes, sudden changes in the atmosphere, getting the feet wet, living or working in damp apartments, fine particles of dust floating in the atmosphere, the inhalation of acrid gases, the pollen of certain plants, etc., all conduce to this disease. Young children during the first years of their life, are perhaps the most subject to acute catarrh ; next to them in point of liability are persons of middle age ; youth and aged persons being most exempt.

SYMPTOMS.

The first symptoms of this disease, in its acute form, are usually a feeling of lassitude over the whole body, and it may be ushered in with a decided chill, or only a sense of chilliness, with a feeling of weight or pressure in the forehead, especially between the eyes. There is a sensation of tightness as if a band was drawn around the head ; there may be a dryness in, or an excessive watery secretion from the nose, with more or less redness and swelling of the mucous membrane, with, perhaps, a disposition to sternutation and lachrymation. The secretion gradually increases from a watery to a mucous discharge, and finally becomes more or less purulent in its character.

There is usually a partial loss of the sense of smell, and in many cases that of taste as well.

All, or nearly all of these symptoms are of a more or less aggravated form, according as the disease progresses, and may affect the external surface of the nose and lip ; these parts, becoming inflamed and excoriated from the secretion, it usually being of an acrid nature.

Erysipelas of the nose is not an unfrequent complication, and may extend over the whole face. The inflammation frequently extends backward to the eustachian tube, producing ringing in the ears and partial or total deafness ; or it may, as it frequently does, extend further down the respiratory tract, producing pharyngitis, laryngitis, bronchitis, and even pulmonary consumption. I may here state that every case of consumption it has been my misfortune to lose, could be traced directly to catarrh in the head, as its primary symptom. The disease, however, more generally terminates in the chronic form ; and it is to this that I would particularly call attention, as it has usually assumed this character before the physician is consulted.

In this connection we generally find a chronic inflammation of the mucous membrane of the nasal cavity with deeper lesions. Ulceration of the soft parts, caries of the bone, and abnormal growths within the nose are often associated with chronic catarrh. The secretion differs materially from that of acute catarrh, and may vary both in quantity and quality.

There are cases in which the discharge is very abundant, while others deserve the name of *dry catarrh*, as there is scarce any secretion, but, on the contrary, the membrane is unusually dry and parched. In many cases the secretion flows freely from the nostrils, while again it is so thick it has a tendency to form crusts ; these present an unnatural greenish appearance unless they contain blood or particles

of coloring matter inhaled, in which case they may be of any or many colors. They are sometimes so firmly attached to the membrane that it is with difficulty they are removed. By their decomposition a peculiar odor is produced, which is communicated to the breath as it is inhaled, and is by some physicians termed *ozæna*. This disease, however, does not occur until ulceration and caries supervenes; yet, in my experience, these conditions generally take place soon after the formation of the crusts. These ulcers usually penetrate deeply and destroy the periosteum; when disease of the bone takes place. This process may go on until the whole bony structure of the organ is destroyed, and, as a result, the bridge of the nose falls in and permanent disfigurement is the result.

TREATMENT.

On the treatment of this disease no two writers exactly agree; yet nearly all declare that only a portion of cases of chronic catarrh are amenable to treatment, at least with any certainty of cure. One great difficulty that we all have to contend with is, the subject is not brought to the physician's notice until it has become *chronic* and of long standing. Frequently ulceration and caries have already set in; and much more time must necessarily be required in the treatment, and in some cases may even be too late to effect a perfect cure.

The first indication in the treatment of these cases is to thoroughly cleanse the parts from all accumulations and secretions; and the second, to restore the tissues, and bone if it be diseased, to a healthy condition; and third, to remove the unpleasant odor if it be present. For these purposes various instruments have been used and recommended by the profession from time to time, prominent among which are the nasal douche, the nasal syringe, steam, and other atomizers; all of which, so far as I have tested them, have failed to fully accomplish the desired object, or have been the cause of so much pain or irritation, that their use had to be abandoned. This led me to look into the matter with a deeper interest, and try to devise some means of applying remedies, not only to the whole mucous surface of the nasal cavity as well as larynx, bronchial tubes, etc., but in such a manner as to avoid all pain and unpleasantness, especially in the treatment of children. After many trials I am now satisfied that I have succeeded in making an instrument that will meet all of the above indications and accomplish the thorough and successful treatment of nasal catarrh in all its forms, as well as *throat* and *bronchial* diseases.

The instrument referred to is made of *hard rubber*, and so constructed as to throw only the finest particles or spray, entirely covering the whole mucous surface of the parts intended to be reached. By simply screwing on a large bulb for the nostril, that cavity is completely filled, and there can be no throwing of spray over the face, or flowing back of the liquid to soil or stain the face and clothing. Then to reach the whole nasal cavity thoroughly, it is well to remove this bulb and attach a duck-billed one. The instrument may then be placed in the mouth, well back, when the bill will be introduced

behind the soft palate, and the spray directed upward, entirely covering the posterior nares. For treating the larynx and vocal chords, the point of the tips is simply turned downward, when the spray can be carried to all of those parts. For treating the bronchial tubes and lungs, the plain round bulb is attached and the patient is requested to take a deep inspiration; thus carrying all of the finest particles of the spray entirely into the lungs if deemed necessary.

For driving this current of spray I prefer and use the Richardson double air-bulbs, as they produce an interrupted current, the rubber tubing of which is attached to the instrument. By pressing the end or hand-ball, the air is forced into the bottle, which causes the liquid to rise through the tube into the main tube, through which it passes its entire length, coming to a point inside the bulb, through which the liquid is forced in a minute stream. Inside the main tube and around the central one is a channel through which the compressed air passes, meeting the fine stream inside the bulb, through which they escape in a beautiful spray.

REMEDIES.

As to the remedies for the treatment of this disease, we all, no doubt, have our favorites, but as they vary in character it may be well to classify them, something as follows: resolvent, astringent, anodyne, alterative and disinfectant. Among those named in the first class, and which should be used at a temperature not below that of the blood, may be mentioned, chloride of sodium, chlorate of potassa, bicarbonate of soda, sulphate of soda, biborate of soda, and bromide of potassium, of the strength of from one to ten, or fifteen grains to the ounce of water. Among the astringents, such as the tannic acid, nitrate of silver, alum, tr. chloride of iron, Kennedy's extract *pinus canadensis*, with almost any of the vegetable astringents, usually work well, in such doses as are required to produce the desired result.

For producing an anodyne effect, morphia, tr. opium, belladonna and hyoscyamus, are the principal drugs used, and may be administered in such doses as would be given internally. These remedies are not generally given alone, however, but are combined with others for their soothing influence.

As alteratives and disinfectants, there is such a long list of them, and good ones, that it is hard, perhaps, to select the best; the following, however, are the most generally used, and have accomplished the best results in my hands: carbolic acid, salicylic acid, iodine and its preparations, chlorate of potassa, permanganate of potassa, and tar. I have purposely left my choicest remedy till the last, that I may speak more fully upon it. Tar, in my opinion, answers more indications in the treatment of this disease, as well as those affecting the air-passages generally, than any other one remedy; it is, to a certain degree, resolvent, astringent, soothing if not anodyne, alterative and disinfectant.

As there are various preparations of this remedy, I would recommend that prepared by Guyot, a French chemist, and is called "*Gou-*

dron-de-Gugot," or "*Eau-de-Goudron*" (water of tar). This is a strong aqueous solution of the Norway pine tar with its irritating properties entirely removed, and is not, in the least, unpleasant. Largely diluted with water, with which it may be mixed in any proportion, it will, I have no doubt, give better satisfaction than any other one remedy.

Prof. J. M. Scudder, in the November number of the E. M. Journal, of Cincinnati, in a short article headed, "Can chronic catarrh be cured," writes: "I think it is the common impression with the majority, that catarrh *cannot* be cured, and many physicians will not undertake its treatment. I am willing to say that a large number of cases are curable, though there are some that medicine will not reach as yet." He recommends, as constitutional treatment, "those remedies indicated by special expressions of disease as you would give in any other case," but says, "without any internal remedy, if the patient enjoys good health, otherwise we may treat the disease with topical remedies alone." Now this is just what I have always claimed; the difficulty having been heretofore, to properly apply such remedies.

He recommends, for this purpose, the air spray apparatus, and says, "that described by Dr. B. F. Chapman, in the March journal, having served my purpose best."

The instrument referred to is my original nasal spray without the improvements, and would only reach the nasal cavity through the nostril, while the one just described reaches not only the nasal cavity from the nostril, but from the posterior nares, as well as the whole surface for the air-passages, while the cost of the instrument is about the same.

He proposes, as a remedy, to be used in this manner:

"Recipe — Salicylic acid; borax, *aa.*, one-half drachm; distilled water, eight ounces. Solve with gentle heat."

I have purposely avoided referring to constitutional treatment, as it is my firm conviction that nine-tenths of all cases of uncomplicated catarrh may be treated *successfully* in the manner above described. One occasionally meets with a case of a scrofulous or syphilitic character; such cases, of course, require constitutional as well as local treatment.

I have thus tried, in my humble way, to give my views of this disease with its most effectual treatment, which, after having made an especial study for the past ten years, I feel justified in recommending to the profession.

BROOKLYN, N. Y., 1876.

THE NEW THEORY OF ANTHROPOLOGY.

BY PROF. ROBERT S. NEWTON, M. D.

The anthropological discoveries of Prof. J. R. Buchanan are an important part of the history of the progress of liberal medicine. They were received with as much indifference and hostility by the old medical schools as the discovery of the invention by Harvey, but found a hospitable reception among medical reformers.

These discoveries, assuming to be a full development of the functions of the brain, and the plan of the entire constitution of man by positive and accurate experiments, aspirants have a claim upon the candid investigation of medical men second to none that have ever been achieved by human investigation. If the love of truth, and progress had been the ruling spirit of the colleges, discoveries of so momentous a character, inviting a reconstruction of physiology and medical philosophy, would have received immediate attention in every college throughout the civilized world, and furnished the leading theme of discussion to every medical journal.

But, in part, both colleges and medical journals, generally, were closed against this subject, and Dr. B. soon ceased to make any special effort to attract their attention.

He began by appealing, in 1841, to the faculty of the medical school in Louisville, the leading institution in the west, and finding them indifferent made such demonstrations before the board of trustees as induced them to adopt a resolution appointing three of the professors a committee to investigate the subject.

The effort was entirely unsuccessful, however, as Prof. Caldwell was the only member of the faculty willing to investigate the subject, and he frankly admitted that it was useless to expect any thing from his colleagues. Dr. Caldwell, who was virtually the founder of the college, and the most learned member of the faculty, always treated the subject with profound respect, and in the winter of 1841, told his class that he would omit his usual physiological lectures on account of the great development the science had received by the discoveries of Dr. Buchanan. About ten years afterward Dr. C. visited Dr. Buchanan at Cincinnati, to examine personally into his discoveries, and give a fair report upon the subject to the National Medical Association, as a portion of his report upon physiology. His death, however, occurred before the design was carried out. Dr. Caldwell, however, was greatly in advance of his colleagues, and on that account never enjoyed the cordial sympathy of his professional brethren.

In the winter of 1842-3, Dr. Buchanan presented his discoveries in the city of New York, and was received by a few liberal members of the profession with great cordiality. The Boston Medical and Surgical Journal, under Dr. J. V. C. Smith, contained friendly notices, in addition to the enterprise, and the flattering notices in the Evening Post, and the report of a distinguished committee appointed by the citizens, indorsing his claims. The Democratic Review spoke of his discoveries as "startling," and extraordinary, but true. "To Dr.

Buchanan " (said the Review) " is due the distinguished honor of being the first individual to excite the organs of the brain by agencies applied externally directly over them, before which the discoveries of Gall, Spurzheim, or Sir Charles Bell — men who have justly been regarded as benefactors of their race — dwindle into comparative insignificance."

This generous tribute to the demonstrated truth of the new discoveries, which was said to be from the pen of the eminent Dr. Samuel L. Torrey, is a signal contrast to the general course of the professors. When Dr. Torrey soon after established the New York Medical Journal, he was threatened with proscription if he should advocate the claims of the new discoveries in that journal. One of the most eminent in the city, Dr. C——, told him that the advocacy of these discoveries would be the death-knell of the journal. Doubtless if Dr. Torrey had lived a few years longer he would have found means to vindicate the truth of the new doctrine.

When, in the winter of 1845-6, Dr. Buchanan was lecturing in Cincinnati, he fell into company with Drs. Morrow and Hill, who, with a few others, were attempting to establish a liberal medical school in Cincinnati, in rented rooms on Fourth street. They became friends at once, being animated by common devotion to truth and progress, and Dr. Buchanan had no hesitation in accepting the professorship of physiology and institutes of medicine that was tendered him. He entered upon the duties in 1846-7, giving them his most zealous and assiduous attention for ten years, during which time he was, on all occasions, the public defender, writer and speaker in behalf of eclecticism, and after the death of Dr. Morrow, dean of the faculty. Every important document that went before the public came from his pen; every platform of principles and announcement of policy, was framed by himself and scarcely modified, in any degree, by any of his associates. The practical teaching was faithfully performed by his colleagues; but the expression of the policy — the philosophy and the ethics of eclecticism, as taught at Cincinnati — was due to Dr. Buchanan, and illustrated by him not only officially but in the Eclectic Medical Journal, which he edited, and in the newspapers of the city.

We mention these facts to show that the development of anthropology is emphatically due to a leading member of the corps of eclectic reformers, whose labors, in connection with his efficient colleagues at Cincinnati, rapidly elevated the cause of medical reform to a superior position, and exerted a powerful influence on the progress of medical science.

Dr. Buchanan, as teacher of physiology and institutes of medicine, gave to his class a thorough demonstration of the absurdity of bleeding, by arguments then generally unknown to the profession. Although for this he encountered the hostility of his former professional friends, in less than thirty years from his opening course, Prof. Grow, in the National Medical Association, deplored the fact that bleeding had become "a lost art;" that his colleagues no longer dared bleed, and scarcely knew how.

The reception of the new science by all who have been well acquainted with it has been very cordial. Four of the professors of the Eclectic Medical Institute had personal experience of its truth in their own persons, and many of its graduates have performed successfully Dr. Buchanan's experiments, or felt their influence personally. At every session of the institute, resolutions were adopted by its students, expressing their high appreciation of anthropology as taught by Dr. Buchanan. The expression of the class of 1850, is a fair example of the sentiments of all who had been instructed by Dr. B. in the new doctrine.

SENTIMENTS OF THE MEDICAL CLASS, AT CINCINNATI (170 IN NUMBER),
IN 1850.*

"While, therefore, we gratefully accord distinguished honor to the labors of Gall and his coadjutors, we do at the same time regard the contributions which have been made to anthropology by Dr. Buchanan as far exceeding those of his predecessors. * * *

"Many of us, at the commencement of this series of lectures, were skeptical as to the impressibility of the subject in the waking state, but we take pleasure in announcing that the remotest doubt is now dispelled. We have personally performed many of the experiments set forth in the Journal of Man, and can testify, as can many in this city who have witnessed our experiments in private circles, that the half has not yet been furnished to the world.

"*Resolved*, In conclusion, that we render to Dr. Buchanan our unfeigned thanks for his indefatigable labors to promote medical and moral science, to elevate, refine and liberalize his fellow-man, and express our sincere wishes that he may enjoy health, happiness, and a long life of useful labor, trusting that Americans will not prove insensible to the grandest and most brilliant discoveries that have ever illuminated the human mind, or ungenerous toward their distinguished author."

The reports of many committees in Boston, New York, Louisville, and Jackson (Miss.), coincide in expressing the demonstrated truth and profundity of the new doctrine. The most remarkable and extensive of these reports was that made by the faculty of the Indiana State University in 1843, recognizing the truth of the new philosophy and detailing a number of interesting experiments.

While teaching the new anthropology as a medical professor, Dr. B. also presented its claims for five years through Buchanan's Journal of Man, published monthly at Cincinnati, which was very highly appreciated by its readers, and through a volume of about 400 pages, the "System of Anthropology," a very brief statement of the principles of the science. In the last twenty years no copies of this work have been in the market.

The aggregate mass of discoveries which constituted the new science of anthropology is so various and diversified as to make it

* H. A. Warriner, chairman; Jos. Lusk, secretary. Dr. Warriner was subsequently professor of chemistry in Antioch College.

difficult to give a clear view in any correct summary. They may be classified under the following heads:

1. Experimental; 2. Phrenological; 3. Physiological; 4. Psychological; 5. Mathematical; 6. Physiognomical; 7. Pathological; 8. Abnormal; 9. Practical.

1. *Experimental.* The leading discovery is that of human impressibility — the fact that in impressible persons the organs of the brain may be excited to increased activity by the influence of the hand or fingers properly applied, so as to determine the nature of each function. On the other hand, all physiological or psychological action is diffusive; and impressible persons, by touching any organ may feel its influence and determine its character, as by touching a medicinal substance, they can feel and determine its medical properties.

Hence we may not only determine functions by their excitement, but explore them by this sympathetic diagnosis, which is also extensively applicable to the investigation of disease, and the nature of remedies.

The influence of the hand is also applicable to stimulating the healthy functions of the body and mind, and dispersing morbid conditions.

The knowledge of these influences of the hand and of the various functions of the brain and body, which are thus influenced, develops the entire philosophy of what is called mesmerism, or animal magnetism, and renders its operations exact and scientific.

2. *Phrenological.* The experiments of the new anthropology change the basis of phrenology, which no longer rests upon problematic inferences from animal development, but upon direct experiment in exciting and suspending organs, and therefore becomes as positive as our knowledge of the spinal cord. Gall and Spurzheim undoubtedly established the general principles of phrenology as a science; but the organic details were full of error and scarcely entitled to admission into the circle of science until rectified and demonstrated by Buchanan.

The rectification consists in locating correctly the various powers of the human soul in the brain, in establishing more correct modes of judging of their development, and in making complete survey of the elements of human nature, many of which were not even thought of by Gall and Spurzheim, or were supposed to result from combinations and modes of action, instead of being distinct primitive faculties. The difference between faculties and modes of action, was never philosophically made out by the phrenological school.

The greatest errors of location in the system of Gall and Spurzheim were in reference to the so-called organs of philoprogenitiveness, inhabitiveness or concentrativeness, acquisitiveness and amativeness. Only a small portion of the cerebellum is dedicated to the sexual function. Hence, although Gall had many very striking facts to prove the connection of the several functions with the cerebellum, other physiologists have shown that the cerebellum contains other functions and is not entirely devoted to amativeness. The so-called concentrative region is the region of self-confidence, and the so-called

philoprogenitive region is that of arrogance. Careful measurements show that it is not larger in females than in males. Acquisitiveness is located much further back on the side-head than was supposed.

The number of faculties which may be recognized as distinct, is four times as great as in the old system, and these are all scientifically arranged according to the law of antagonism. For every faculty or impulse in human nature, an opposite faculty or impulse necessarily exists. This principle, which may be considered self-evident, was not recognized in the Gallian system, and the organs therefore had no definite relation to each other, or to the principles of mental philosophy. The new system is complete in its consistency, its symmetry, and its thoroughness, as a survey of psychology. A complete chart of the elements of human nature had not been achieved by any philosophical writer heretofore, either by speculation or by phrenological science.

3. *Physiological.* The physiological offices of the brain are highly important and necessary to the comprehension of general physiology. As compared with the other parts of the body, the brain is set apart for physical operations, and the word *phrenology*, therefore, covers its direct and essential powers. But the brain is the dominant organ of the whole body, and the center of its sympathies. By means of the emotions and passions it affects every vital function and may not only energize them to the highest degree, but may actually destroy life.

These sympathetic effects are produced according to definite laws and relations. Hence, in the experiments of Dr. Buchanan upon the brain, the pulse is modified in frequency, force and tension; the action of the stomach, bowels and liver, stimulated or checked; the action of the lungs controlled in various ways; the temperature raised or lowered; the visual power increased or diminished, and the muscular strength of either side of the body materially changed.

As these effects are produced through organs in the brain which are primarily devoted to psychical operations, it follows that we then discover what psychical and what physiological powers are associated together, and thus how the inclosed organs interact and affect each other.

An important practical result is, that by means of this correlation the brain becomes an index to the physiological constitution, and an experienced anthropologist discovers at once, from a glance at the head, any organic deficiency in the muscular system, the lungs, liver, alimentary canal, etc. This at once gives us a clue to the temperaments and a great assistance in the diagnosis and prognosis of disease. Dr. B. readily discovers, by careful development, a constitutional tendency to dyspepsia, constipation, hepatic torpor, pulmonary difficulties, or a feebleness in the tenacity of life.

In presenting this view, Dr. B. arrived at a philosophy of disease and health materially different from any thing taught by pathologists heretofore, and susceptible of demonstration on the impressible subject. But our space is too brief to go into any explanation of the new pathology.

4. *Psychological.* The relations of the soul to the body, which were ignored by the Gallian system, are explained by Buchanan ; and from this explanation we learn the source of the marvelous powers shown in clairvoyance, somnambulism, trance, and spiritualism, which depend upon particular organic developments. The capacity for such phenomena may often be ascertained by the form of the head.

The soul communicates especially with the upper and interior regions of the brain, the predominance of which gives a tendency to spiritual phenomena and to the separation of the soul from the body, if not balanced by the region of animal life in the base of the brain. We cannot attempt its explanation at present.

6. *Physiognomical.* The recognition of character, capacity, temperament, and disease by their visible signs, constitutes the physiognomical science which, in the system of Buchanan, has so extensive a development.

The superficial notions of physiognomy, as applied to the face, heretofore, have had nothing whatever of a scientific character. Physiognomy can be scientific only as it infers effects from adequate causes.

In the new anthropology we have a physiognomy of the cranium, the face and entire body, totally different from any thing which have heretofore been called physiognomy. The physiognomy of the cranium, or *cranioscopy*, pays as much attention to the interior as the exterior, and determines the activity of organs by their digital impressions on the interior of the skull and its consequent translucency. It judges of the development by new rules, and takes into consideration the basilar aspect of the skull behind the face.

The facial physiognomy is based on the development of the brain behind the face, and the pathognomic laws of growth and muscular action in the face, many of which are self-evident when stated.

The corporeal physiognomy is based on the correlation between the brain and body, which are in all parts associated in definite sympathies. These sympathetic relations constitute the science of *SARCOGNOMY*. This development of the body in correspondence and sympathy with the brain and soul renders the conformation of the body, to a great extent, expressive of character. It gives also an important explanation of the philosophy of disease as to its effects on the mind and the effects of mental conditions upon all the bodily organs.

7. *Pathological.* The new anthropology explains disease as a primitive capacity for morbid action under injuries, of which some constitutions have more and others less. It gives the indications by which to judge of this morbid capacity and of the capacity for healthy reaction ; and by means of the physiological indications of the brain, determines the tendency of disease toward particular organs. Much light is thrown upon the general philosophy of disease and the relations of diseases to each other.

8. *Abnormal.* The abnormal conditions of the human constitution, somnambulism, trance, catalepsy, insanity, etc., have never been explained by physiology. The new system finds that all these conditions are the result of unbalanced excitement of the different regions

of the brain, which may be produced by experiments so as to illustrate their nature and origin.

Insanity especially, has, time out of mind, defied all explanation. The doctrine that it is a disease of the brain has not been sustained by pathology, although long-standing insanity tends to produce cerebral disease. In Dr. Buchanan's experiments, insanity is produced in a few minutes and dissipated as quickly, showing that no organic change is necessary.

The tendency to insanity is shown to be dependent on the failure of energy in the tonic functions of the brain, and the predominance of the organs which produce mental sensibility and excitability — a preponderance which exaggerates the effects of all depressing and deranging causes that affect the mind or body. This view enables us to judge of the predisposition to insanity, by the development.

The manner in which insanity thus depends on local functions indicates the proper places for counter-irritation, near the ganglia of the neck and in the pelvic regions.

According to these principles insanity should be treated by counter-irritation, by regulating the functions of the pelvic and abdominal organs, and by sedative tonics; while in the impressible constitution it may be treated by scientific manipulation to change the cerebral balance.

9. *Practical.* The practical bearings of the new anthropology are seen: First, in its application to medical science, to which it gives a philosophy and many practical rules in therapeutics; second, in its application to the investigation and treatment of insanity; third, in its application to the fine arts and oratory, to which it gives the laws of development and expression; fourth, in its application to education, prison reform, sociology, and morals, to all of which it gives new views; fifth, in its application to philosophy, to which it gives a new basis and new facts, rejecting *in toto* the metaphysical systems of the past.

Of this vast scheme of science and philosophy the only exposition which has been published was the brief system of anthropology issued in 1854, at Cincinnati. A series of volumes is now in preparation by Dr. Buchanan, of which the first two are the "Anthropological System of Education," and the historical review of "Philosophy and Philosophers," to be followed by eight others. The educational doctrines, so far as given to the public, have been received with great favor notwithstanding their novel and revolutionary character.

NEW YORK CITY, June, 1876.

INAUGURAL ADDRESS

OF O. H. P. SHOEMAKER, M. D., ON TAKING THE PRESIDENCY OF
THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

Gentlemen of the Association. — Having been unexpectedly chosen your president, without a moment for preparation, you need neither hope nor apprehend from me any prolonged remarks. But, I cannot refrain from acknowledging your good will and esteem; nor from expressing in return my deep gratitude for the honor which you have so unanimously, and with such apparent spontaneity, conferred upon me. I prize this honor the more because it was bestowed in the centennial year and at the capital city of our great and prosperous republic, founded upon the eternal principles of justice, liberality and reform — principles of which eclecticism in medicine is the legitimate offspring. Thus it alone, among the medical schools, is in harmony with the sentiment of the people, in unison with the declaration of independence, and in keeping with advancing science. It has already revolutionized medicine as practiced by its adversaries; it has furnished a materia medica which they were only eager to plagiarize; it has begun the great work of regenerating the healing art. Alone, and by itself, it entered upon its career with that art as it was; it first reformed the remedies and appliances, then the practice and methods, and yet further aspires to propound anew for it a higher science, a profounder philosophy, and an application not merely in harmony with nature, but in fact its actual divine outcoming.

Knowledge, virtue, power, as Emerson has so forcibly asserted, are the victories of man over his necessities. Only such persons interest us who have stood in the jaws of need and have, by their own wit and might, extricated themselves and made man victorious. He only can become a master who learns the secrets of labor, and who, by real cunning, extorts from nature its scepter. The victories of our art are the product of such labor. Our school of practice was born of labor; our physicians have not been the parrots of other men's thinking. Instead of being timid and imitative, the eclectic is adventurous rather — not fond of precedent, but desirous to be right and to press right onward. He offers new hope, because he gained neither his art, his methods, nor his idea, from that which dogmatists and those who tyrannize had prescribed. The future is his inheritance. It is his calling to discern what is true and what is false, to act up to it — to be equal to what he attempts. The physician has been, in all ages, the teacher of the world; men believe or are skeptical, like the physicians of their time. Hence, the eclectics, with their methods, their ideas, their enthusiasm for progress, bear with them what of hope or benefit is in store for their fellows.

This association is the organized exponent of liberal and progressive medicine in our country. Our fidelity to it, our manful courage in enunciating the principles which it represents, and in both upholding and advancing its standard, are among the best evidences of our faith

in its objects, and our affection for its doctrines. Let us, therefore one and all, labor zealously in its behalf.

In accepting the chair to which you have elected me, I do so fully aware of the responsibilities which it devolves, and will endeavor to discharge those duties impartially and acceptably. I shall also ask and expect your co-operation in maintaining the harmony, and in furthering the interests of this association. Allow me again to thank you for this honor. I now await the further pleasure of the association.

REPORTS ON STATUS OF ECLECTIC MEDICINE.

IOWA.

BY J. W. MARMON, M. D.*

Mr. President and members of the National Eclectic Medical Association:

In writing a "report" of the standing of our school of medicine in the State of Iowa, I shall be as explicit as possible, and shall not wander outside of actual truth even if I am compelled to be silent on many points where it might be gratifying, at least, to obtain some information. One of the first, and, I should say, one of the most gratifying thoughts that is presented to my mind by the communications that I have received, is in the uniform fidelity of our practitioners to the great principles of eclecticism.

Invariably, so far as my knowledge extends, our practitioners are firm eclectics, and if such a thing can be, become more and more so as they practice its precepts; and this growing faith is not born of a blind enthusiasm, but is the result of actual experience, and careful observation. The tone of our practitioners is, that their work is increasing, and that eclectic principles are growing, in many instances rapidly, and in all places constantly more in favor with the people.

Another pertinent feature may be found in the fact that our practitioners, both young and old, keep themselves well supplied with the freshest medical literature of the day, and do not allow themselves to settle down into a prescribed routine. This is not only a duty, but in an age when opinions are changing constantly, where old theories are becoming exploded, and more solid reason replaces them, an absolute necessity.

To arrive definitely at the number of *respectable* practitioners of our school in the State, would be impossible. We estimate the number at about 125. I use the term "respectable," and emphasize it, to represent those who are educated, moral, upright physicians — in contradistinction to those parasites who claim to be eclectic, but

* Dr. J. W. Marmon died in September, 1875. His report had been begun, and was perfected by other hands, before it was presented.

who have none of the qualifications that make true eclectics. I am happily, unacquainted with a single individual within our State, who professes the name eclectic, who is running a so-called infirmary, who is extensively advertising himself to cure all incurable diseases.

I am satisfied that the practitioner of medicine may legitimately publish a card in the paper that has the largest circulation in his vicinity, modestly stating the location of his office, office-hours, etc. and especially should he have a card with his name and address for distribution to everybody in general. It is, evidently, the effort of men and women, in all grades of society, and in all professions, to represent themselves, before their fellow-beings, in the most favorable light possible.

The physician alone, of all professional men, is censured for advertising his skill in an extensive way with printer's ink. But let us, for a moment, view the pitiable position in which many individual practitioners and many medical societies place themselves by their method of advertising in the newspapers. Oh, no; they frown upon all such quackery. They go to their medical societies, and pass resolutions denouncing such action, and are very careful to have said resolutions printed in as many newspapers as possible, and thus parade their immaculate dignity before the public eye in all conceivable ways. We can all agree, however, that the successful practitioner, and hence the one worthy of patronage and confidence from the people, has no need to advertise himself, because the people will find out his true worth; and no amount of advertising is calculated to make him more successful. As for those persons who do advertise largely, run infirmaries, or travel from one place to another, we can have no difficulty in designating the class to which they belong; and if we are wise, we will let them rigorously alone.

Our practitioners in the State have recently sent twenty-five students to the different eclectic colleges, and it is for us to presume that they will all, or nearly all, locate in this State to practice; besides, quite a number who have graduated from other States will, eventually, locate in Iowa; and thus our ranks will be gradually swollen, year after year, by accessions from these most excellent schools of medicine.

We have an incorporated State Eclectic Medical Society, with a membership of some forty-five physicians, that holds annual sessions in the city of Des Moines. The sessions usually last three days, and are largely attended, considering the times and duties of the physicians to their patrons at home. Members make it a point to come prepared to respond to their appointments, and we have had, so far, interesting, profitable and harmonious meetings.

The capital city has used every means to make it pleasant and comfortable for us, in the way of reduction at hotels, etc., and the press of the city, and more especially the State Register, have spared no pains to assist us in the way of announcing our meetings, publishing our minutes gratuitously, and even favoring the eclectic society by according to us our just merits, and denouncing illiberal and proscriptive views of the other schools.

At the ninth annual meeting the officers for 1876 were installed as follows:

President — O. H. P. Shoemaker, M. D., Avoca, Iowa.

Vice-President — E. M. Reynolds, M. D., Centreville, Iowa.

Recording Secretary — C. B. Powell, M. D., Russell, Iowa.

Corresponding Secretary — E. D. Wiley, M. D., Des Moines.

Treasurer — E. H. Carter, M. D., Des Moines.

Meets the third Wednesday in May, 1877.

The past and present have been favorable, and the future is flattering to the upholding and building of the great, good, and humane causes of eclecticism.

MITCHELLVILLE, IOWA, *June*, 1876.

MISSOURI

BY GEO. H. FIELD, M. D.

Mr. President, and associated members of the National Eclectic Medical Association:

Although this is our first centennial of national existence, and though we meet to-day at the nation's capital, midst the pride and glory of the greatest republic the world has ever known, and in the capacity of representatives of one among the grandest movements in which humanity has ever been engaged, and although our professional need is rapidly rising to shine forth from the battle-stained flags off many fields of persecution's war, and though our heroes may be counted in extending numbers who have fallen under the banner of reform, and while we consider that eclecticism has done very much since it left its chrysalis state and recounts the triumphs of its first quarter of a century; yet when contemplating the real needs of our system of practice, I pause before reporting upon the present status of eclecticism in Missouri. Great as has been the work, future necessities rise mountain high and obstruct the view your speaker would present.

Missouri is, indeed, a mighty field for labor, the harvest is ripe, and missionary emigration is requisite to garner the fruitage of a grand miniature republic.

As a State, ours has many points of excellence, and is fast reaching a to-be-coveted prominence among her sisterhood of confederation. Commercially, she fosters great pride, and compares favorably with her age, and perhaps rises above opportunity. Nature has lavished upon her the virgin elements of liberal wealth; while emulation now leads her populace through scenic beauties and unexcelled opportunities to the loftiest scope of mental culture.

The unpublished report of my immediate predecessor, so ably set forth the proper subject-matter for consideration at this time that I deem it sufficient to merely allude to it, and shall proceed to lay

before this society the material facts ingathered at that time, and to note the relevant transpirations since.

Theory predicts, and experience attests, that the very last way to establish a system of medical practice is through thoroughly organized schools and current literature.

After several years of labor in execution of a long-entertained conviction of necessity, and at the hazard of great personal outlay, in July, 1874, Dr. Geo. H. Field succeeded in establishing the St. Louis E. M. Journal, a monthly periodical, devoted to the best interests of eclecticism; since which time it has continued regularly to appear, and now gives evidence of successful perpetuity.

Likewise, in the summer of 1874, the American Medical University was chartered, and in October (4, 1875) opened its first session, having changed its name, through State authority, to the St. Louis Eclectic Medical College.

The college has now held its two regular winter and spring sessions, having met with gratifying favor from the profession, as evinced by the fact that its first year's work shows a stronger class, numerically, and in every essential particular, than has ever been the good fortune of any reform school in this or any other country within our knowledge; and this, too, notwithstanding the unparalleled stringency of the times, and great financial embarrassments.

We are glad to be able to report to this representative head of a liberty-loving, truth-advocating, reform medical profession, the notable progress which the St. Louis E. M. College has, and is making. Already it has secured most wholesome, salubrious, convenient, commodious and appropriate buildings, midst elegant surroundings, and has secured such accommodating preferments as places it is at once not only at home, but also in the foremost ranks of medical colleges. Such institutions are not builded without their corresponding amount of labor, energy, and other costly outlays.

This work marks a new era in relation to the reformation in Missouri, and establishes an episode in the history of eclecticism forever.

Since last years' assembling our State's quota of practitioners has, it is believed, steadily increased.

Besides the changes from removals incident to the ordinary influences of society, we have no losses to report; whilst, on the contrary, by continued and healthy incoming, our numerical strength is continuously being augmented, and, at the same time, through better advantages and superior efforts, the ableness of our profession is much enhanced.

The want of popularity is one great and pressing need of eclecticism, and even this is passing away before the continuously melting opposition. As we come forth better panoplied and more richly adorned, the sneers and derisions vanish, while truth takes proper sway, and superior success wins applause.

Gentlemen, I have done. The great American onslaught upon bigotry and ignorant intoleration is fast razing time-honored and revered institutions to one common level of universal applicability.

The march of enlightenment pushes forward and snaps asunder

all the bolts and barricades which have hitherto shackled human progress.

Regularity is no longer interdicting public confidence through parallelism with ancient traditions, and the ages of befogment rapidly disappear, leaving only the dissolving views of partisan dogmas and revered hypothecations.

Such is our work, fellow-laborers, and the eclectics of Missouri look to this society for great leadership, and in all things pertaining to truth and the development of human interests, we are and shall remain yours, brothers.

St. Louis, Mo., June, 1876.

MICHIGAN.

The principal intelligence from Michigan is the formation of a new State organization. The following are the principal facts. A committee, constituted of members of the National Eclectic Medical Association, issued a call, of which the following is a copy :

STATE ECLECTIC MEDICAL AND SURGICAL CONVENTION.

LETTER OF INVITATION.

DEAR SIR. — Believing that the distinctive features of eclecticism in medicine are of importance to the world, and recognizing a prescriptive spirit in the prevailing medical school, which limits, as far as possible, our opportunities and privileges in the practice of our profession ; especially manifested in a persistent attempt to exclude us from all official medical position, and denying us all participation in the benefits of legislation, we respectfully solicit your co-operation in organizing a State Eclectic Medical and Surgical Society.

The absolute necessity of organization as the first step toward securing what is desired, is too apparent for argument.

In numbers and attainments, the eclectics of the State are entitled to a consideration which their present isolated condition precludes. They suffer also in reputation in consequence of the number of uneducated men practicing quackery under the name eclectic. While we may be unable to rid ourselves wholly of the reproach they bring upon us, we may, at least, provide that they shall no longer receive the sanction of the State society. We believe that medicine is not only nominally but really one of the learned professions, and we desire to array the eclectics of Michigan as a unit in favor of a high standard of qualifications for those who assume its grave duties and responsibilities. For the purpose of forming the nucleus of such a State organization, you are cordially and earnestly invited to attend a meeting of the eclectic physicians of the State, at Kalamazoo, commencing on Wednesday, May 31, 1876, at one P. M.

H. S. McMASTER, Dowagiac,

V. A. BAKER, Adrian,

W. B. CHURCH, Marshall,

Committee.

March 20, 1876.

The convention thus summoned assembled at Kalamazoo, Michigan, May 31, 1876, and organized by the choice of Dr. C. S. Maynard, of Paw Paw, for chairman, and Dr. H. W. Vanderhoof, of Colchester, for secretary. A constitution was adopted. The platform reads as follows :

PLATFORM.

I. *Whereas*, In every person there is an inherent curative force in diseased conditions, the tendency being to recover without remedies; That, therefore, the physician can only assist the natural effort for the removal of the cause of disease by the use of such curative agents as tend to aid the vital forces, abridge disease, and hasten cure: That all drugs which tend to depress the vital forces should be discarded.

II. We believe the largest liberty should be accorded to each member of the profession in the investigation of truth, and that a desire for popular worthy progress, aiming to avoid only the errors and prejudices of others and of the past, must actuate every true physician; and,

III. We believe also that the great struggle of the present day in medical science is between the spirit of enlightened freedom on the one hand, which is speaking boldly for truth in science, and the spirit of conservative despotism on the other, which aims to perpetuate opinions by the force of organized combinations, and to discountenance or suppress every attempt at reform, not made within their own organizations, whatever may be its merit or its source; and,

IV. We regard all combinations to proscribe and degrade any portion of the medical profession merely on account of differences of opinion in medical practice, as contrary to the spirit of the age, and a serious crime against the true interests of the medical profession, against the welfare of community, and against the common rights of man; and that, therefore,

V. It is incumbent upon each member of this society to treat all members of the profession with a spirit of liberality, and courtesy, and to abstain from personal and disparaging remarks in reference to difference of doctrine, and to cultivate those amicable relations which admit of co-operation in the pursuit of truth; and upon these broad and liberal principles of progressive medicine we hereby organize ourselves into a State Eclectic Medical and Surgical Society.

CONSTITUTION.

SECTION I — OBJECT.

The purposes of this society shall be the acquisition and dissemination of knowledge pertaining to medicine, surgery, obstetrics and hygiene, the elevation of the standard of professional education, and the association of the profession for mutual recognition and fellowship.

SECTION II — MEMBERSHIP.

The resident members of this society shall be regular practitioners of medicine and surgery in the State of Michigan, who shall have

received the degree of Doctor of Medicine from a medical school or college legally empowered to confer such degree, and such other persons as have sustained a reputable practice as physicians and surgeons for ten years, with previous study, and no others; all of whom shall be elected by vote of a majority at any regular meeting of the society, their eligibility being previously reported upon by the board of censors.

The following officers were also chosen :

President — V. A. Baker, of Adrian.

Vice-Presidents — First, M. V. B. McKinney ; second, J. D. Peters ; third, E. A. Curtis ; fourth, W. B. Beebe.

Recording Secretary — H. S. McMaster, Dowagiac.

Corresponding Secretary — William B. Church, Marshall.

Treasurer — E. Blackman.

Censors for two years — O. E. Yates, P. W. Reed, R. Winans.

Censors for one year — I. Clendenen, I. R. Dunning, P. B. Wright.

Prof. H. K. Whitford, of Chicago, by invitation, addressed the meeting, setting forth the claims and merits of the Bennett Medical College, and inviting attendance. He afterward spoke upon hydrophobia, remarking that dogs, in a state of anger, will give the disease to human beings, without being affected with it themselves. One that he instanced lived two years after having communicated it to a man, and died in good health, by shooting. He recommended free and persistent use of belladonna and spirits of ammonia in the first stages, followed by gelseminum — spirits of turpentine being freshly applied to the wound from the first.

A committee of three was appointed to procure an act of incorporation for the society. The following resolution was also adopted :

Resolved, That a committee of three be appointed by the chair to urge upon the next Legislature the equal claims of the different schools of medicine to State patronage, or the withdrawal of all support from the medical department of the State university.

Six delegates were appointed to the National Eclectic Medical Association, meeting at Washington, June 27, 1876, consisting of President Baker, Drs. P. W. Reed, William B. Church, E. Blackman, R. Winans and C. S. Maynard.*

Essayists were appointed to prepare papers on various medical and scientific subjects, and the meeting adjourned to meet at Jackson, on Wednesday, May 30, 1877.

OHIO.

The interest of Ohio eclectics in the prosperity and advancement of the reformed practice is manifested by their works. It was in this State about half a century since, that Professor Morrow and his fellow-laborers, coming from the east, established the first incorporated school for the teaching of the new doctrines ; and when compelled by

* Drs. Baker and Blackman were present, and presented their credentials, which were duly accepted.

malignant hostility, threatened violence and other discouragements, to abandon Worthington, they did so only in order to transfer their labors, under more encouraging auspices, to Cincinnati. In this State the first National Eclectic Medical Association was formed, in 1849, of which the present organization may be fairly considered as but the continuation. It need be no wonder, then, that the true eclectics of Ohio look with earnest solicitude upon its career, feeling that its fortunes, whether prosperous or adverse, are theirs to enjoy or endure.

The State society has a membership of about 100. There are two district organizations; the Miami valley, and the Clermont Eclectic Medical Association. They have existed more than twenty years, and are still doing a good work. There are noble eclectics in the other parts of the State, but they have been remiss in forming societies. While Professor Morrow lived he expressed very great interest in establishing local organizations; but the events occurring after his death, and other unfortunate matters, have greatly deterred physicians from acting in this direction. But eventually they hope to show their more active and prosperous brethren that Ohio contains a large family of live eclectics, worthy of that name as well as of their glorious State.

PENNSYLVANIA.

By J. R. BORLAND, M. D.

Since Dr. Woodward's report, made before the National Eclectic Medical Association at its meeting at Springfield in 1875, the cause of eclecticism in the State of Pennsylvania has made material advancement. In accordance with the general corporation act, passed by the Legislature in 1874, a charter was granted to "The Eclectic Medical Association of the State of Pennsylvania," on September 27, 1875, by the president-judge of Venango county, and the legal organization of the association was accomplished. We have also procured a seal, from an original design, by one of the members. On the scroll is the date of incorporation, and the words "*Vis vitæ sustinet.*"

The Susquehanna Eclectic Medical Society antedates the organization of the State society a few months, its first meeting being held in August, 1872, and the first meeting to organize the State Society being held at Oil City, January 21, 1873.

The Eclectic Medical Society of Northwestern Pennsylvania was organized at Corry, August 10, 1875, with fourteen permanent and two subordinate members. The latter consisted of medical students and under-graduates, who have all the privilege of permanent members, except the right to vote and hold office. This gives the student a status and brings him under the influence and in more direct sympathy with the older and more experienced members, who thus look after and encourage him more than they could otherwise, and without detriment to the society.

The Central Eclectic Medical Society of Pennsylvania commenced its organization at Johnstown, June 6, 1875.

The Alleghany County Eclectic Medical Society was organized at Pittsburgh the commencement of the year, but owing to some oversight, if not intentionally, was not made an auxiliary, an omission from which it now suffers in a lack of mutual sympathy, which, I fear, will be an injury to the cause for a time in that region.

The membership of the State Association is.....	52
Of the Susquehanna Eclectic Medical Society, auxiliary.....	31
Of the Eclectic Medical Society of N. W. Pa., auxiliary.....	27
Of the Central Eclectic Medical Society of Pa., auxiliary.....	10
Of the Alleghany County E. M. Society, not auxiliary.....	12
<hr/>	
Total enrollment.....	132
<hr/>	

Several of those, of course, belong to both an auxiliary and the State Society, which the odd figures will cover, leaving a net 100. We hope to swell this number to 200 ; but it will require work to do it. We labor under the disadvantage of having had “Judases” in Philadelphia, who sacrificed the cause to the enemy ; and for that reason we let Philadelphia severely alone, and shall for years to come.

We must not forget to do honor to the devoted, self-sacrificing men who planted the seed of eclecticism in our State ; some of them have passed away, while others, whose heads are whitened with the frosts of many winters, will remain with us “but a little while.” They accomplished a wonderful work, and it is a notable fact, that where the tree of eclecticism was the earliest planted, in good soil (intelligent communities), there its roots have gone the deepest, its tops grown the highest, its trunk the largest, and its boughs the widest — there its tenets are the best understood, its disciples the most popular, and its policy is one of competition, not of combativeness or passive submission. Several points in our State early enjoyed this advantage and are to-day the strongholds of eclecticism. I must now name some of those who “sowed the seed” — the pioneers who made the first paths along which the highways of eclecticism have been and are now being built which we, their successors, travel with comfort and safety.

Dr. F. H. Judd, of Greenville, a co-worker with Beach, now in the west ; Alexander Thompson, of Meadville ; Bates, of Cochrannton, now dead ; Salisbury, the venerable president of our State association, and Storer, of Corry ; Nevins, of Venango county, now dead ; Andrews, of Mercer county, now dead ; L. Oldshue and E. L. Warner, of Pittsburgh ; and in the central portions, J. H. Yeagley, of Johnstown, now of Lancaster ; A. Yeagley and L. T. Beam, of Johnstown ; and in the north-eastern part, the region of the Susquehanna society, Carter, the Brundages and Loomis, all dead — were the early reformers. The men here named educated several students who are among the shining lights in our State to-day, and take an active part in our societies ; many of them have received an academical, as well as thorough professional training, are the peers of, and compete favorably with, the practitioners of other schools.

ECLECTICISM IN EASTERN PENNSYLVANIA.

BY A. B. WOODWARD, M. D.

About the year 1845, a society of eclectics was formed at West Harford, Susquehanna county, Pa. They had been called or rather had styled themselves botanics. Their text-books were by Beach, Elisha Smith, and Thorn; and we soon obtained Hill's Surgery, and Martin Beach's large book, illustrated; that, by the way, was a "God-send." Since that time our libraries have been swelled to greater dimensions. The names of the pioneers who met and formed the first society of botanics or eclectics, were E. N. Loomis, M. D., Dr. Crandall, Dr. T. J. Wheaton, W. W. Wheaton, A. B. Woodward, R. T. Lange, Dr. Snell, Samuel Wright, and others which I do not at present remember. There were also in the county, Drs. J. W. Brundage, E. W. Brundage, Nelson Brundage, D. F. Brundage, and A. P. Miller, who did not form the society for reasons best known to themselves, all good and successful practitioners, and all helped to fight the good fight of medical reform against the mighty odds of popular credulity. Amongst that number, Drs. J. W. Nelson, Edward D. F. Brundage, A. P. Miller, and Dr. Crandall, have gone home to their reward.

Eclecticism continued on till about 1870, in increasing numbers, against little odds. The old society let jealousy creep in, and the consequence was that it went down — but to rise again.

The Susquehanna Eclectic Medical Society. Under this name we are now working, and with gratifying results.

About the year 1871, feeling the necessity of a more permanent organization throughout the State, and not knowing of any sect, I wrote to Dr. John King, of Cincinnati, Ohio, for information. He referred me to A. Thompson, of Meadville, Pa, and J. R. Borland, of Franklin, Pa. From that time a correspondence commenced which has continued ever since. Through the efforts of the eastern and western men of the State, a State society has been formed and incorporated, which met at Pittsburgh the twenty-second and twenty-third of this month, it being our annual meeting. The number of our Susquehanna Eclectic Society, who belong to the State society, is ten, and our society numbers twenty; all good and energetic practitioners.

Our last semi annual meeting was held in Tunkhannock, where I reside, the sixth and seventh of this month. We had a good attendance and a very interesting meeting. The first eclectic medical meeting ever held in the place, neither was such a practice known, till located there in 1871. Since that time a more bitter war has existed; but I think its greatest intensity has passed. Eclecticism was never in a more flourishing condition than it is to-day, as was shown at our *clinic* on the afternoon of the sixth.

Two years ago there were five "gods of the healing art," arranged against our one servant of the people. They and their followers frothed and foamed, and had nothing too ungenerous or ungentlemanly to say or do against me and the eclectic practice. Falsehoods,

manufactured out of whole cloth, was the order of the day. But now I have it principally my own way.

At our clinic on the sixth we had in waiting, when the meeting was organized, twenty-two cases for operations and examinations, besides there had some gone away thinking, from the appearance of the applicants, that their chance was small. Our meeting continued two days, including our evening session; and yet left business undone. The evening session lasted till midnight, in discussing clinic cases, lectures, reading of essays, etc., and taking into consideration the addition of one of the oldest and leading old-school practitioners of that section, besides a number from Scranton. We consider this meeting a great success, and even conscientiously say, that I never attended one more enthusiastic and interesting. The outlook for eclecticism brightens.

WASHINGTON, D. C., *June 27, 1876.*

NEW JERSEY.

The history of eclectic medicine in New Jersey is chiefly to be ascertained in incidental mentions made by different writers; yet the inception of that school of practice, it will appear, was in this State. In the latter years of the eighteenth century, Dr. Jacob Tidd, had won a high reputation as a botanic physician. "His praise was in the mouth of almost every one, and his fame was through the country." A gentleman who knew him in early life, the Rev. Charles Larew, A. M., M. D., thus describes him:

"Dr. Jacob Tidd was more than an ordinary man. He resided in the town of East Amwell, Hunterdon county, near Pennington, New Jersey, and within five or six miles of my paternal roof. He was the personal friend of my parents, who were in the practice of consulting him. And I am proud, sir, to have my birth in the same vicinity with the father of our American practice. His name was a familiar household word in our family during my boyhood. Prompted by a native genius, he began to investigate and practice among his neighbors, with what we now call 'domestic remedies,' and afterward formed the acquaintance of a German physician of high standing. Of this man he gained an extensive knowledge of medicine. In addition to this, one of his relatives, who had been for some time a prisoner among the Indians, and noted much of their remedies and practice, returned and contributed largely to his stock of knowledge already gained. With this, in addition to about forty years' experience of active practice in the use of our native plants, he became widely famous. The people regarded him possessed of a strange and wondrous skill, and, resorting to him from all parts of the country, were cured of their diseases; such, especially, as the doctors did not understand or could not cure. With chronic diseases, cancerous growths, and especially with what were regarded as incurable tumors and ulcers, he had astonishing success. His skill in the last particu-

lar was largely inherited by his daughter, Mrs. Bennett, who died at Ringoes, N. J., a few years since. She was widely known in the cure of all skin diseases. The prestige of her father gave her great favor and notoriety in connection with her own skill. It was with this remarkable man that Dr. Beach studied and practiced until the death of Dr. Tidd, when he came to New York."

Only with great reluctance, and after two refusals, did Dr. Tidd consent to receive him. Whether it was diffidence on the part of the aged man, or a disposition to hold his art as a kind of patent right, is not stated. But this much is certain, that he was the preceptor of Wooster Beach, and Beach, in time, of Thomas V. Morrow, I. G. Jones, and others, to whom eclectic medicine owes its name, its organization, its very existence.

In the earlier trials and besetments of the reformed school of practice, the eclectics of this State participated. Oppressive and unconstitutional laws like those of New York and other States of the Atlantic seaboard, existed in New Jersey, and were put in force; till within a few years no eclectic was allowed by the courts and magistrates of this State to collect remuneration for services. This practical outlawry, the disgrace alike of statute and jurisprudence, no longer exists. But this is one of the last of the States which set it aside.

There has been great lack of organization also with the reformed physicians. Some who live in the southern and western counties are more in sympathy with Pennsylvania and Philadelphia; the eastern eclectics have, more or less, associated with their brethren in New York. To such an extent has this been the case that we are without the data for computing the number of eclectics in this State.

In 1873 the preliminary steps were taken for the formation of the State society. A meeting was held, December twenty-eighth, at the office of Dr. Simon P. Taft, of Newark, a constitution adopted, and officers elected. A second meeting was held on the tenth of February, and a third on the thirteenth of March. The society applied to the Legislature for an act of incorporation, which failed. The annual meeting was held in Newark, June 12, 1874, which was attended by several physicians. C. Howard Moore, M. D., of Juliustown, was elected president; Silas S. Lyon, of Newark, vice-president; Mark Nivison, secretary, and George F. Maercker, treasurer. A copy of the constitution and journal was transmitted to the secretary of the National Eclectic Medical Association, and twelve delegates appointed to attend the annual meeting at Boston.

The next annual meeting was held at Trenton, May 12, 1875. The committee appointed for that purpose reported that a second application for a charter had been refused by the Legislature. Three difficulties appear to have intervened — a lack of concert between certain members of the society, the negligence of the member having the bill in charge, and opposition from certain physicians of the homœopathic school. It seems to be the view of several homœopaths in the State that their methods of practice are so similar to the eclectic, the principal difference consisting only in theories, that it is the better

policy, if not the duty of eclectics to become identified with them. The society made choice of Alexander Wilder for president; C. H. Moore, for vice-president; M. Nivison, secretary, and G. F. Maercker, treasurer. Dr. Wilder was chosen to represent the society at the annual meeting of the National Eclectic Medical Association, at Springfield, Illinois.

The third annual meeting was held at Newark, May 11, 1875, and was numerously attended. The discussions were principally in relation to practice and surgery. Lewis H. Borden, M. D., of Paterson, was elected president; Gerard M. Beatty, of Summit, secretary, and G. F. Maercker, treasurer. There is a steady increase both in membership and in the interest taken in the proceedings of the society. The hope is, that before many years, the eclectics of New Jersey will become, if not numerous, nevertheless a useful and most influential constituent of the great body of physicians who adopt the name as well as methods and principles of the American eclectic practice.

NEW YORK.

The report of the Eclectic Medical Society of the State of New York, shows the society to be in a flourishing condition. It has the following auxiliaries: The Eclectic Medical Society of the city of New York, with fifty-four members; the Brooklyn Academy of Medicine, fourteen members; the Albany County Eclectic Medical Society, twelve members; the Oswego County Eclectic Medical Society, seventeen members; the Sullivan County Eclectic Medical Society, seven members; the Central New York Eclectic Medical Society, sixty-three members; the E. M. Society of the Southern District, seventeen members; the Eastern District E. M. Society, ten members; the Saratoga District E. M. Society, membership not reported; the Black River District E. M. Society, membership not given; the Hudson River District E. M. Society, fourteen members; the Genesee Valley District E. M. Society, forty-one members; the Twenty-third Senatorial District E. M. Society, thirty-six members; the Erie District E. M. Society, eighteen members. All these are reported as in a thriving condition. There have been nine volumes, one annually, of the transactions of the society printed; five by the order of the Legislature for the use of the society, and four by the society itself. The volume for 1876 is somewhat smaller than any of those preceding it; containing only 432 pages. These volumes not only constitute a valuable synopsis of what is doing in eclectic medicine, but they abound with valuable scientific matter, contributed by the members and from auxiliary societies. They constitute a library in themselves, and are much sought after by physicians not eclectics.

The constitution of the New York Society prescribes that its permanent members shall be elected on the recommendation of auxiliary societies to which they belong; those only being eligible who have

already served as delegates to the State society. Every auxiliary is entitled to an annual representation of three delegates, and one in addition for every ten members in good standing, and they pay annually into the treasury of the State society, fifty cents for each member belonging to their own organization. By this means, and a fee of ten dollars from each permanent member, the society procures the funds necessary for its purposes.

The Legislature of 1872 passed a law entitled, "An act relating to the examination of candidates for the degree of Doctor of Medicine," which authorizes the conferring of a superior degree upon physicians by the State board of Regents of the University. Each of the schools has a State examining board from the members of its own State society, so that no unfairness has been shown. Prior to this legislation only members of the Old School State Medical Society were eligible to the "University degree."

Repeated endeavors have been made to secure the enactment of a law creating a State Board of Health, with the ulterior purpose of fathering State medicine in some form, like Sinbad's Old Man of the Sea, upon the shoulders of the State. The old-school party have, as usual, been foremost in the matter, and the homœopathic organizations have displayed a somewhat unseemly willingness to go into the same bundle, proscribing everybody else in order to have a share of the emoluments. But so far the Legislature has held aloof from the matter. There are too many medical reformers in New York having votes and influence — a consideration always vital with public men.

In regard to political prestige, reformed physicians have always been at disadvantage. The commercial metropolis is here, and the old school has here its lords. The code of ethics, rotten as it is, and in many places weak as a rope of sand, is here wielded with all its turgidity. Ten years ago the governor, though of liberal preferences, dared not nominate any but an old-school physician for certain medical appointments. His successor, Governor Hoffman, son of an old-school physician, fearlessly stepped over the code; Governor Dix pledged favor and courtesy to eclectics; Governor Tilden promised a committee of the New York State E. M. Society, that in exercising the power of appointment, he would give the same consideration and favor to physicians of the eclectic school of medicine as is given to physicians of any other school, making fitness and qualifications the primary requirement, without any regard whatever to medical ethics or the school of medical practice with which the candidate may be identified.

It is the purpose of the eclectics of New York to follow up this matter till there shall be no foothold left for bigotry and proscription in the State. Whether the progress of medical knowledge will be such that its harmonizing influences will override the narrow conceits of very narrow-minded men, in these matters, the eclectics of New York are resolved to hold fast in this matter till equality is afforded them, both before the law and in every enterprise of honorable ambition.

The Eclectic Medical College of the city of New York, is a power-

ful adjunct to reformed medicine in this and other neighboring States. It has lately become possessed of a new college building, at No. 1, Livingston place, New York city, and its classes are annually increasing in numbers and in the quality of their literary, as well as scientific attainments. Many of the graduates are classical scholars, a qualification that should not be underrated. A fraternal co-operation among our colleges and societies would hasten up "the good time coming" for eclectic medicine, for which we are all hoping.

The following extract from the report of the accomplished secretary, J. E. Danelson, M. D., relates the entire story :

"Another year has passed, and with it another page is added to the history of this society. The record, however, is one of continual success, and one of which every member may feel proud. Success we have deserved, and we have at last commanded it. If we rejoice at this our annual convocation, it is because we are conscious of the many years of toil endured by some of our older members and the persistent efforts put forth in every section of the State, since our last assemblage, of the unavoidable recognition of our rights by legislators and the hearty approval of our principles by our intelligent public. * * * You have received the highest commendations from the press and medical profession, for volume VII of the Transactions. I choose to share this honor simply as a member of this organization, for if the essays presented are not laudable, the secretary's occupation is gone. Volume VIII (and volume IX may be added), I believe to be in no respect inferior to its immediate predecessor.

"The correspondence for the past year has been voluminous; but the general feeling has been so amicable, the replies so prompt, and the essays and records of auxiliary societies furnished with such dispatch, that very much unnecessary labor has been saved."

In 1844 Dr. E. J. Mattocks, an eclectic of the school of Beach and Morrow, and an organizer of the State society, carried into the Assembly chamber at Albany, a petition 153 feet long, signed full with the names of voters and citizens, praying a repeal of the oppressive law against our physicians. A tremendous sensation was excited, and the prayer was granted. In 1865 the Eclectic Medical Society of the State of New York, received its charter, side by side with the Eclectic Medical College, from the Legislature. Both are now doing their full work, as auxiliaries, in the promoting of eclectic medicine, and extend their assurances of fraternal feeling to the other societies and colleges throughout the United States — asking for more of them, more prosperity, and better feeling as the years pass apace.

RHODE ISLAND.

By J. R. GOODALE, M. D.

I am afraid that, in making a report to exhibit the status of eclecticism in Rhode Island, I shall hardly do the subject justice; but what I have ascertained, after inquiry and examination, I now place before this association. We have ten true eclectics in our little State. The

population numbers about 220,000. Those gentlemen appear to have a good practice, and employ the modern methods of prescribing and administering the medicines of the day.

There is no eclectic association in Rhode Island, and the physicians of the old school are scattered over the State. We have an allopathic (old school or "regular") State society, numbering seventy members. There is also an homœopathic society of fifty members. Besides these there is a society, the members of which style themselves "Liberals;" it has only eight members, three of whom are eclectics. There are eighty three other physicians who are not connected with any society at all; about one-third of these never graduated from any medical school or college.

The efforts to awaken some interest among our eclectics, and to form a society, has been up-hill work; but I hope that we will have a better showing for the coming year. Under these circumstances my report is somewhat meager; but as it is an improvement on last year, I am in hopes that we will be able to offer a fuller one next year, and more encouraging.

PAWTUCKET, R. I., *June*, 1876.

MASSACHUSETTS.

The eclectics of Massachusetts have maintained a State society for sixteen years. The number of members is seventy-three. The following officers were elected in 1876, viz.: President, Horatio G. Newton, M. D., of Boston; Vice-President, J. S. Andrews, M. D., of Taunton; Corresponding Secretary, John Perrin, M. D.; Recording Secretary, Milbrey Green, both of Boston Highlands; Councilors, Doctors C. E. Miles, E. E. Spencer, R. W. Geddes, J. D. Young, A. L. Chase. Delegates were appointed to the Eclectic State Medical societies of Massachusetts, New Hampshire, Vermont, Connecticut and New York. The society has held semi-annual meetings regularly ever since its first organization, which have been generally well attended.

As a result of the legislation of the State, many years ago, prominent eclectics were included in the membership of the old-school State society. But the endeavor to produce a reaction has been made. The following extracts from the annual address of Dr. H. D. Jillson, explains:

"The social fortifications which 'regular' medicine has thrown up to protect itself from liberal medicine must be leveled to the ground; no caste, no ostracism, but equal social and professional rights for all who, by education and respectability, are entitled thereto. Progress in science and art involves, as a matter of course, the adoption of new principles and methods, as research and experiment shall command them. Yet students who graduate from one of the largest and most flourishing medical colleges in New York city, are placed under solemn obligation to return their diplomas to the college, should they,

at any future time, deviate from the methods taught them during their pupilage in the college.*

"The code of ethics adopted by the National Association of allopathic physicians demand those of the new schools of medicine, and casts out from fellowship all who consult with them. * * * The modern allopathic physician *dares not* openly study or practically observe or test the principles or practice of the new schools of medicine *under penalty of excommunication*. This is no mere inference from the letter of the law, but finds abundant proof in the action of societies and discoveries of the American Medical Association.

"In what other profession or occupation are such restrictions imposed?" * * * I quote, "It may be said that a courageous physician, a real hero, will speak the truth at all hazards, and at whatever cost." This is very true; but moral heroes are rare.

"Many men who have taste and genius for original science have not united with that the heart of a lion, or the face of steel that is necessary to conquer despising and opposition. God gives to the world many who can originate an idea; but few who will dare all for an idea. To our personal knowledge, many good men and true are so overburdened with this great mill-stone of scientific prejudices that they kneel in the furrow, fall by the wayside, and in all the ambition for professional glory, are crushed forever.†

"These restrictions and repressive edicts put forth by 'regular' medicine, have reacted upon their authors, discouraging original investigation in any department of medical science akin to that which is under the law of their association.

"One year ago three of our members were also members of the Allopathic State Medical Society. Two of them were commanded by a corporal's guard to surrender their allegiance to medical reform and liberty of thought and action. They very gracefully accepted the terms of *unconditional surrender*, and went out from us. The third man has since heard the inexorable demand, 'Choose you this day whom ye will serve,' and he indignantly refused to surrender his freedom and the principles which he has so ably defended these many years, and in which he has given to the full stature of professional manhood. His answer to them is: 'My admission to the Massachusetts Medical Society was not wholly voluntary on my part, neither shall my exit be.' Thus he leaves them to carry on their work, as in all the past, by decrees of exclusion, and resolutions of close communion.

"Our relations to the other medical schools are indeed fortunate,

* The laws of the State of New York give no sanction to any college to establish such an obligation. It is an usurpation for a faculty to require it, and within the scope and duty of the trustees to prohibit it. No college has a right to withhold a diploma from a student on such a condition. It would be a frivolous pretext, if there were not men enough to enforce it, and boards of trustees so recreant to the principles of constitutional and republican liberty as to suffer it to be done. But then the old school daily disobeys the law, and its leading practitioners hesitate not, on occasions, to violate the code of ethics, which, indeed, like the web of the spider, is potent principally to restrain and punish the weak. A. W.

† The Medical Record, New York, 1876.

occupying, as we do, a happy mean between the two extremes—a mean toward which both are surely tending. As eclectics we must choose the best means within our reach for the furtherance and accomplishment of our noble work, and to see to it that nothing illiberal or proscriptive be laid to our charge. Equal rights we claim in the great field of action, and we claim what for ourselves we should not withhold from others, whether high or low, black or white, male or female.”

The society has issued sixteen “annual publications,” giving a synopsis of its proceedings, the principal scientific papers and discoveries, and accounts of other matters interesting to eclectics. It has upheld the standard, and succeeded in keeping the reformed practice before the people sufficiently to make it a power in the State.

MESSAGES FROM ECLECTIC MEDICAL SOCIETIES.

Besides the few reports on the status of eclectic medicine which have been transmitted, the recording secretary has also received official copies of the journals of the Eclectic Medical Surgery Society of Michigan, and the Eclectic Medical Society of the States of New York and New Jersey, with requests that they should be included in the volume of Transactions of the National Eclectic Medical Association. As, however, this association, under its present form, has no organic relation with other organizations, and those reports, except the one from Michigan, had not been formally brought to its cognizance, the secretary could feel at liberty only to present the documents to its next meeting for its consideration.

The following resolutions in relation to the organic structure of the National Eclectic Medical Association, have also been presented:

I. FROM THE ECLECTIC MEDICAL SOCIETY OF THE STATE OF NEW YORK.

Resolved, That this society appoint ten delegates to attend the annual meeting of the National Eclectic Medical Association in 1877, and that said delegates be instructed to propose and support such a change in the constitution of that body as shall make it a representative organization, holding distinct and properly defined relations to the State societies, and such as are essential to their mutual efficiency. Adopted October 18, 1876.

D. E. SMITH, M. D., *President*.

J. E. DANELSON, M. D., *Secretary*.

II. FROM THE SUSQUEHANNA ECLECTIC MEDICAL SOCIETY OF PENNSYLVANIA.*

Resolved, That the Susquehanna Eclectic Medical Society take this opportunity to recommend and ask for the revision of the constitution

* This society was organized in 1872, and meets semi-annually. Its membership is chiefly included in the counties of Susquehanna Luzerne, Wayne and Wyoming in Pennsylvania, and Broome and Delaware, in New York.

tion of the National Eclectic Medical Association on the basis of *local representation*, and therefore propose that that association be henceforth constituted of the members now in good standing, of delegates from each local or district organization in fellowship with the eclectic doctrines and practice, and of permanent members to be chosen from delegates who may have been recommended by their constituents for such membership.

Resolved, That a copy of this resolution, duly certified, be transmitted to the secretary of the National Eclectic Medical Association, with the request that it shall be included in the published transactions and otherwise made public, as he shall deem expedient. Adopted January 10, 1877.

A. B. WOODWARD, M. D., *President*.

C. H. YELVINGTON, M. D., *Secretary*.

APPENDIX.

HISTORY AND PROCEEDINGS OF THE NATIONAL ECLECTIC MEDICAL ASSOCIATION OF THE UNITED STATES PRIOR TO THE LATE CIVIL WAR, INCLUDING THE EARLIER MEMORIALS OF REFORMED MEDICINE IN THIS COUNTRY.

[From the Transactions of the National Eclectic Medical Association for the years 1870 and 1871, page 3.]

Resolved, That a committee of three be appointed as a publishing committee, to act in concert with the executive committee of this association, with power to collate and edit such parts of proceedings of, and the papers read at the meetings of the National Eclectic Medical Association, held from 1848 till 1856, and that these, with the entire proceedings of, and the papers read at the annual session, be published as soon as the matter can be prepared."

[From the Transactions of the Second Annual Meeting of the National Eclectic Medical Association, page 91.]

"R. S. Newton, chairman of the publishing committee of three appointed by the convention at Chicago last year (1870), to act in concert with the executive committee of that body in collating and editing such part of the proceedings as they thought worthy of publication, reported that in view of the alterations that might be made and the new business that might be brought forward in the present convention, the committee had thought it best to delay the publication of those proceedings till after the adjournment of the present convention. The preparations for publishing had, however, been made, and the matter was all ready.

"E. S. McClellan moved that the report of the committee be accepted and the committee continued and authorized to edit and publish the proceedings of both conventions. Carried."

PRELIMINARY HISTORY.

The inquirer who endeavors to ascertain the real history and doctrines of American eclectics elsewhere than in their own schools and writings, will hardly succeed. The *cacoethes* of non-eclectics induce them to misrepresent us in every essential particular. It is, therefore, the interest as well as the duty of those favoring that school of medical practice, and who love to speak and hear the truth, that they

memory of the early days, the pioneers, and the doctrines of eclectic medicine shall be faithfully and earnestly cherished.

The present report will not include within its province, except incidentally, any exposition of the eclectic doctrines and practice. It will include the early history, principally official, as compiled from documents.

Eclectics and others will perceive that the American eclectic practice, in its inception, took its origin in this country in the eighteenth century; that it was essentially a botanical practice; that it antedated and was, from the first, distinct from the Thomsonian school, and that the endeavor to blend the history of the two, is alike unjust to both as it is untrue.

Perhaps the most stupid, and probably, willfully-perverted account of the eclectic school of medicine ever yet published, is the one appearing in Appleton's New American Cyclopædia, credited to Robert J. Eccles, of Harvard University. What makes the matter more flagrant is, that the editor twice refused the offer of a correct history of the eclectic practice. He seems to have preferred the following tissue of falsehood and misrepresentation which indeed in that peculiar line it is very hard to beat:

SCHOOLS OF MEDICINE — *Eclecticism.* Eclectic medicine is a term used to designate a school of medicine whose distinctive doctrines are the selection of whatever may be thought the best practice of other schools, and the employment of specific medication. These specifics are not directed to symptoms merely, but are designed to obviate particular pathological conditions; thus a certain class of diseases generate similar morbid products, and remedies calculated to remove these through the various excretory organs are termed by the eclectics 'specific remedies.' Dr. Benjamin (*sic*) Thompson, (*sic*) Concord, N. H., the founder of what was at one time known as the botanic or Thompsonian (*sic*) practice, in America, was one of the oldest members of the school!! (!!) and so was Dr. Wooster Beach, who, many years ago, founded in New York the 'Reformed Medical College,' which was soon relinquished. Another was established at Worthington, Ohio, which, at the end of ten or twelve years, was also discontinued; and another at Cincinnati, Ohio, in 1845, under the name of the 'Eclectic Medical Institute.' This is regarded as the parent school of eclecticism, etc., etc.

"The remedial agents which we employ," says the late Thomas V. Morrow, "are chiefly derived from the vegetable kingdom. The opinion that vegetable materials are more congenial to the human system than mineral preparations, is not, by any means, peculiar to ourselves; it has been frequently expressed by the most celebrated physicians of modern times. * * * Among the comparatively few physicians of modern times who have become extensively acquainted with botanical science and the properties and uses of vegetable remedial agents, the opinion has uniformly prevailed that they possess a decided superiority over mineral preparations. Notwithstanding all this, no one, for a long time, seemed to dare to come

forward and attempt to establish and bring into use a scientific botanical system; to the exclusion of their destructive mineral agents, which have proved fatal to themselves and entailed misery upon millions more. All seemed to fear the torrents of scandal and abuse which they knew would be poured forth from the great mass of their professional brethren, who, through ignorance of medico-botanical science, they knew could not appreciate the utility and superiority of such a system.

“The honor of attempting to introduce a scientific botanical system of medical and surgical practice, seemed to be reserved for the celebrated Dr. W. Beach, of New York. Circumstances placed Dr. Beach, in early life, in a situation for observing the destructive effects of calomel. This caused him to feel that suffering humanity loudly called for a reformation in medical science. Being desirous of pursuing medicine as a profession, and having heard of a celebrated botanical physician, Dr. Tidd, in New Jersey, Mr. Beach resolved on paying the doctor a visit and becoming his student. He found that Dr. Tidd had first received his system of practice from a celebrated German physician, and afterward had obtained much valuable information from a relative, who, during the war, had been taken a prisoner among the Indians, from whom he had learned the medicinal virtues of many plants. These advantages, together with thirty or forty years' experience, had rendered him very celebrated. ‘His praise was in the mouth of almost every one, and his fame was throughout the country.’ ‘Notwithstanding my urgent solicitations,’ says Dr. Beach, ‘I could not persuade him to receive me as a student!’ A second visit, some months afterward, proved equally fruitless. After the lapse of six or seven years, Mr. Beach, being in the city of Philadelphia, resolved on paying the old doctor a third visit. This proved successful. He was admitted as a student, remained with the doctor until his death, and then succeeded him in practice, until having been called to attend some important and difficult cases in New York, with which he was successful, he was thus introduced into practice in that city. Being then located in the city of New York, Dr. Beach embraced the opportunity of attending the lectures in the university, and received a diploma according to the laws of the State. Afterward, he continued to practice upon his botanical system, and his skill and success soon gained him many substantial friends, and, of course, called down upon him torrents of slander and abuse from the illiberal and bigoted part of the medical profession.

“At length, in 1857, in order to extend the benefits of the improved system of medical and surgical practice, an edifice was erected, and an institution, denominated the United States Infirmary, was opened for the reception of patients. From June 1, 1827, to June 1, 1828, 2,100 patients were attended at the infirmary, which was superintended by Dr. Beach, aided by some others who had previously been his private pupils. In 1829 a school was opened for teaching all the departments of medical science and the principles of the improve

system of practice. It was at first called the 'New York Medical Academy,' and afterward received the name of the 'Reformed Medical College of New York.' "

THE FIRST NATIONAL ORGANIZATION.

"During the same year a society was formed called the 'Reformed Medical Society of the United States.'

"At a meeting of the society, May 3, 1830, the following is among the resolutions adopted, namely :

"*Resolved*, That this society deem it expedient to establish an additional school in some town on the Ohio river, or some of its navigable tributaries, in order that the people of the west may avail themselves of the advantages resulting from a scientific knowledge of botanic medicine.'

"In accordance with this resolution, in the autumn of 1830, a school was established at Worthington, Ohio, as the medical department of the Worthington College. At first it met with the most bitter, violent and unjust opposition, but (January, 1836) it has been enabled to withstand the shafts of envy, jealousy and reproach, and to progress gradually onward, until it has arrived at its present flourishing condition.

"There are now, in different sections of the United States, about 200 regularly educated scientific medical reformers, who have gone forth from the New York and Worthington schools, besides a considerable number of old-school physicians, who have come out and openly declared themselves decidedly in favor of the improved or botanical system of medical and surgical practice, so far as they have been able to become acquainted with its principles."

THE REFORMED NOT IDENTICAL WITH THOMPSONIAN PRACTICE.

"We have thought proper to give this brief sketch of the origin and progress of scientific medical reform, for the purpose of doing away certain erroneous impressions that exist in different parts of the country respecting our system, namely : that it is identical, or intimately connected with, or fundamentally depending upon, the Thompsonian (*sic*) or steam system.

"It will readily be inferred, from the preceding statements, that our system originated even before Thompson (*sic*) was known, and that during its progress it was gradually improved and developed without the least reference to his system, and, for the most part, without even the knowledge that such a system as the Thompsonian (*sic*), or such a being as Samuel Thompson (*sic*) was in existence.

"We do not mention these circumstances for the purpose of casting the least reflection whatever upon Dr. Thompson (*sic*) or his system; far be it from us. We wish only for each system to stand upon its own basis, and rise or fall according to its merits. If Thompson (*sic*) has made any important discoveries or improvements in medical science, we rejoice at it, knowing that, sooner or later, they

will be divulged. We must add, however, that we cannot possibly subscribe to the doctrine inculcated by Thompson (*sic*) that the *sciences of anatomy, physiology, etc., are no more essential to a physician than a cook*. On the contrary, we believe that a physician ought to be intimately acquainted with every thing belonging to his profession — that he ought to be a scientific man; not superficially so, but professedly so, and as extensively so as possible. Indeed, the real dignity and weight of character of a medical man, and consequently his usefulness, depends upon high scientific attainments, profoundness of judgment, acuteness of discernment, practice and perseverance in investigation, and last, though not least, real moral worth.” *

A SECOND SOCIETY OF REFORMED PHYSICIANS.

On the 4th of April, 1836, a meeting of graduates of the reformed medical colleges of Worthington and New York was held at the former place, and continued in session two days. They adopted a resolution, as follows:

Resolved, That the graduates of the medical department of Worthington College, and also of those of the Reformed Medical College of New York, living in the western and southern country, constitute a Reformed Medical Society, the object of which society shall be the promotion of the cause of scientific medical reform.

A central corresponding committee was appointed, consisting of I. G. Jones, R. P. Catby, T. B. Fisher, J. Beeman and J. R. Paddock.

The first annual convention of the society was held at Worthington, May 1, 1837.

P. Huston, M. D., was elected president, and A. D. Sweet, secretary. The session was occupied with papers and discourses. We have no record of subsequent meetings; and they seem to have been of greater value to practitioners at the time than to subsequent explorers after historical information. Indeed, at that period, eclectic methods, for it is a misuse of language to call any mode of practice a *system*, were largely of the nature of inquiry. Dr. Beach had demonstrated his method in 1832, when authorized by an alderman of New York to treat cholera patients; but the old-school practitioners have been very successful in preventing the employment of any eclectic in such a capacity since that time.

The Worthington school, of which Professor Morrow was the ruling spirit, continued to prosper for many years. Its enemies, however, seized every opportunity to vilify its operations and teachings, and finally, as this was the mob period of America, succeeded in raising a mob to destroy the buildings. Old-school physicians were most influential in this disgraceful affair; but, as is too usual, a disaffected professor or two had been most active in directing attention to the vulnerable point. In the absence of any law authorizing the procuring of dissecting material, it was obtained in other methods, and an

* Thomas V. Morrow: Western Medical Reformer, volume i, number 1, January, 1836.

unscrupulous man had no difficulty in making up stories that could inflame an ignorant multitude. These things led to the abandonment of Worthington, and the establishment of an unchartered school at Cincinnati.

The triumph over the new school of medicine seemed complete. Both the New York and Worthington schools were closed, and the national organization had been imperfectly maintained. But Thos. Vaughn Morrow lived, and therefore it was hardly possible to destroy reformed medicine. Of higher moral tone than Dr. Beach, thoroughly unselfish and uncompromising, and an organizer in the emphatic sense of the term, he was not many years in establishing a new medical college. Having set that in operation his next efforts were directed to the formation of a national organization of reformed physicians. Accordingly, in the winter of 1848, at his suggestion, was issued the following :

CALL FOR A CONVENTION OF REFORMED PRACTITIONERS OF MEDICINE.

Believing that the time has arrived when the friends of medical reform should establish an organization in order to promote that cause in the prosperity of which they are vitally interested ; the undersigned, in accordance with the wishes and inclinations (signified to them by letter and otherwise) of a large number of practitioners of the eclectic reformed school, have designated Thursday, the 25th day of May, 1848, for the holding of the convention of such practitioners of medicine, in the city of Cincinnati, Ohio, to take such action as may be proper. The hall of the Eclectic Medical Institute is offered for the session of the convention. The demands for the service of enlightened reformed physicians everywhere, the interests involved in this enterprise, the efforts of the enemies of medical progress to crush the advocates of reform, and the necessity for union and concert of action among our own members, constitute reasons for the proposed action at the present time. It is hoped that the liberal and independent members of the medical profession will co-operate with us ; especially all who sincerely desire a reform in the condition and practice of the healing art. We anticipate much pleasure in meeting with those who have been faithful sentinels on the watch-towers, who have battled, in common with ourselves, for the establishment of great and important principles. Let our professional friends, from every quarter of the country, make it convenient to assemble with us on this occasion, prepared to contribute to its success by communicating the improvements and discoveries which they have made, and by reading or discussing such original papers as they may choose to present in reference to any of the departments of their profession. They will also aid us by the wisdom of their counsels in regard to measures that will assure the achievement of important results, and contribute to the elevating of the practice of medicine, from its present low, unscientific and otherwise objectionable state, to a condition higher, nobler and more worthy of a learned and beneficial profession.

All communications in reference to the proposed convention should be addressed to T. V. Morrow, M. D., Cincinnati.

(Signed)

WOOSTER BEACH, M. D., of New York City.
 T. V. MORROW, M. D., of Cincinnati, Ohio.
 L. E. JONES, M. D., of Cincinnati, Ohio.
 A. H. BALDRIDGE, M. D., of Cincinnati, Ohio.
 J. R. BUCHANAN, M. D., of Cincinnati, Ohio.
 B. L. HILL, M. D., of Cincinnati, Ohio.
 J. H. OLIVER, M. D., of Cincinnati, Ohio.
 P. K. WOMBAUGH, M. D., of Cincinnati, Ohio.
 J. WILSON, M. D., of Cincinnati, Ohio.
 I. J. AVERY, M. D., of Reading, Ohio.
 DAVID JORDAN, M. D., of Dayton, Ohio.
 J. DAVIS, M. D., of Greenfield, Ohio.
 I. G. JONES, M. D., of Columbus, Ohio.
 J. S. ORMSBY, M. D., of Westmoreland county, Pa.
 A. KENDALL, M. D., of New Orleans, La.
 O. DAVIS, M. D., of Mount Morris, N. Y.
 H. J. HULSE, M. D., of Louisville, Ky.
 J. SAPPINGTON, M. D., of Arrow Rock, Mo.
 L. OLDSHUE, M. D., of Pittsburgh, Pa.
 A. BROWN, M. D., of Cincinnati, Ohio.
 J. HORTON, M. D., of Cincinnati, Ohio.
 ROBERT S. NEWTON, M. D., of Cincinnati, Ohio.
 J. KING, M. D., of Owingsville, Ky.
 J. R. PADDOCK, M. D., of Maysville, Ky.
 DRS. DAVIS & TEBBS, M. D., of Maysville, Ky.
 J. O. BANNON, M. D., of Elizabeth, Ky.
 DRS. CHASE & SNYDER, of Dublin, Ia.
 B. F. JUDD, M. D., of Greenville, Pa.
 THOS. COOKE, M. D., of Philadelphia, Pa.
 J. H. JORDAN, M. D., of Indianapolis, Ind.
 A. TEEGARDEN, M. D., of La Porte, Ind.
 DRS. BEEMAN & PARKER, of Birmingham, Ohio.
 E. BURLY, M. D., of Minerva, Ky.
 DR. TEERBELL, of Iowa.
 Y. L. McNEILL, M. D., of Vicksburg, Miss.
 A. ESSEX, M. D., of Bethel, Ohio.
 A. STANTON, M. D., of Chicago, Ill.
 DRS. TAYLOR & LOOMIS, of Cincinnati, Ohio.

CINCINNATI, *March*, 1848.

NATIONAL CONVENTION OF ECLECTIC PHYSICIANS.

FIRST MEETING IN 1848.

Pursuant to the call for a National Convention of Reformed Physicians of the Eclectic School of Practice, and others sympathizing with them, a respectable number of physicians representing several of the United States, assembled in the hall of the Eclectic Medical Institute in the city of Cincinnati, May 25, 1848. The hour of ten o'clock, A. M., having arrived, the meeting was called to order by P. K. Wombagh, a signer of the call.

Prof. Thomas V. Morrow was chosen to preside, and Dr. John King appointed secretary. The following were the permanent officers of the convention, viz. ;

President — Professor Thomas Vaughn Morrow, of Cincinnati.

Vice-Presidents — First, David Jordan, of Dayton, Ohio ; second, S. P. Chase, of Dublin, Ind. ; third, C. W. Baldrige, of Rossville, Ohio ; fourth, J. S. Ormsby ; fifth, A. Kendall, of New Orleans.

Secretaries — John King, Lorenzo E. Jones.

COMMITTEES.

On Address to the People of the United States — Joseph R. Buchanan, R. S. Newton, Benj. L. Hill.

On Publication and Finance — T. V. Morrow, James H. Oliver, S. P. Chase, J. Wilson.

On Legal Rights of Reformed Physicians — J. R. Buchanan, J. H. Oliver, — Morgan, J. S. Ormsby, A. Kendall, B. L. Hill.

FIRST DAY — AFTERNOON SESSION.

Prof. J. R. Buchanan, from the committee on address, reported an address to the people of the United States, which was seconded and adopted. The address was then referred to the committee on publication.

PAPERS RECEIVED.

Dr. B. S. Heath, of western New York, offered a paper on *hyoscyamus niger*. He enumerated seven cases of its successful employment, as follows : First, a botanic practitioner suffering from asthma, which was relieved by the Thomsonian treatment and regimen, was relieved in ten minutes by the extract of hyoscyamus ; second, a patient suffering from pleurisy, with violent pain and difficult respiration, was completely relieved in two hours by extract of hyoscyamus, and hot fomentations of the affected side ; third, a person, aged fifty, also relieved of a severe attack of pleurisy ; fourth, a lady, confined two weeks previous, and suffering severe pain, and unable to sleep, was relieved in three hours, by administering doses of half a grain every hour ; fifth, a patient suffering from muscular spasms and

violent pains, which resisted other means, had repeatedly been relieved by hyoscyamus, in thirty to sixty minutes; sixth, a patient, suffering for an entire week, was relieved by hyoscyamus; seventh, hyoscyamus is successful in after-pains.

W. M. Parker, of Ohio, also offered a paper on *colligative expiration*. He spoke forcibly of tincture of iron, chloride and cod-liver-oil as useful in the common treatment. He had, however, found cathartics far more successful. An infusion of *eupatorium aromatum* or of the bark of the *platanus occidentalis* (plane-tree or sycamore wood) in most cases is sufficient. His favorite remedy, however, was the *pterospora andromedea*, or crawley-root.* He recommended decoction of two drachms of the bruised root in five fluid ounces of boiling water; to be taken an hour or two before retiring at night. He would also recommend the use of tonic and astringent bath after the medicine.

Drs. Wombagh, L. E. Jones and I. G. Jones, were a committee appointed to inquire and report in regard to the expediency of publishing an American Eclectic Dispensatory.

SECOND DAY — MORNING SESSION.

The committee on legal rights reported the form of a memorial and petition to legislatures. The report was accepted.

The committee on the proposed publication of an Eclectic Dispensatory reported adversely; and the convention agreed to the report.

A committee on permanent organization was appointed, composed of Thos. V. Morrow, I. G. Jones and S. P. Chase.

Dr. I. G. Jones spoke, by invitation, upon periodical fever, and recommended the use, in equal parts, of quinia sulphate, and potassium ferrocyanide, in doses of one to six grains, administered every four hours. Doctors Hill, Oliver and Buchanan, also approved the treatment.

SECOND DAY — AFTERNOON SESSION.

PROFESSOR MORROW ON MEDICAL INSTRUCTION.

Dr. T. V. Morrow addressed the convention, pursuant to invitation, upon the duties of medical reformers at the present time. In regard to accommodations he declared should be made for professional instruction. What had already been done was the work of a few individuals. The present faculty of the Eclectic Medical Institute had expended at least \$19,000 in the purchase of grounds, the erection of their college edifice, and the procurement of apparatus, of which amount \$14,000 had been already paid. This had been done

*Crawley or coral-root is the *corallorhiza odontorrhiza*; the *pterospora* is Albany Beech-drops.

short period of two years. Not, however, without serious personal inconvenience to the members of the faculty, but they had submitted to pecuniary privation for the sake of giving the cause a permanent foothold in the free soil of this country, in order to afford, *at all times hereafter*, the necessary facilities for the proper training and education of the present and future medical freemen of this land, and also to have at least one medical college that would forever scorn to bow the suppliant knee to the Baal of medical despotism, where the young eclectic and patriotic candidates for the profession could depend on hearing the doctrines of that profession freely, fearlessly and impartially discussed, and their error and slanders exposed and condemned; where the mind was free to go forward in quest of truth in the freedom and plenitude of its worthy attributes, and where the odious and abominable custom of denouncing men for opinion's sake could find no toleration or countenance.

Prof. Morrow declared the enterprise a success financially as well as in other respects. He explained the condition of the institute, its wants, the provision for a sinking fund to redeem its debt, etc. He also called attention to the Western Medical Reformer and Eclectic Journal, now in the seventh year of its publication; and appealed to defaulting subscribers, owing several thousand dollars, to make good their indebtedness like honorable men.

The following resolution was accordingly adopted:

Resolved, That we regard it as indispensable to the cause of medical reform that a journal of proper character be regularly published; and therefore we pledge ourselves to give our hearty support to an eclectic journal published in the city of Cincinnati.

DIABETES TREATED WITH LYCOPUS.

Dr. J. Beeman presented a paper on diabetes, which was read and duly referred. He had adopted a method of treatment for this disease so generally mortal, which had, in his hands, proved almost always successful. Mr. D. M——— had been given up by his old-school physician. His symptoms were: a very dry skin, constipated bowels, furred tongue with red edges, great debility, and a prodigious urinary flow. Having endeavored, with great success, to procure emesis, Dr. Beeman attempted purgation with large doses of jalap, every two or three hours, fomentations to the abdomen, frictions to the spine, stimulating, etc.; finally succeeded after fifteen hours. The next treatment consisted of frequent bathing in water slightly alkaline, the use of restorative bitters, and the sudorific tincture by night, given in warm infusions. Tincture of cantharides was administered three times daily, in doses of fifteen to thirty drops, stopping short of strangury. An infusion of *lycopus virginicus* was used for drink. The patient was confined to animal food, and the infusion or drink of L., or L. and *trillium*. As soon as the strength would permit, the shower-bath was administered regularly every morning, followed by wrapping in woolens. A stimulating liniment was applied to the spine, and afterward a sear-cloth to the back. Under this treatment the patient was able, at the end of three weeks, to ride

nine miles. Dr. Beeman regarded the L. as the principal means of cure, and added that it had been successful in his hands during the last fifteen years. He would recommend, in an acid diathesis, the use of two grains of quinia sulphate with three grains of the potassium bicarbonate, etc. Mr. M. had a relapse during a journey to Vermont, and grew worse under medical treatment. He wrote to Dr. Beeman, who recommended the L., and other medical agencies as before, which soon relieved him.

A committee of five was ordered for the devising of a plan for the collection of medical statistics, and Drs. Buchanan, W. J. Morgan, J. W. Smith, and J. Barton designated as such committee.

The committee adjourned till the next morning.

THIRD DAY — MORNING SESSION.

The convention reassembled at eight o'clock, A. M., president Morrow in the chair. The journal of the previous session was read and approved.

The committee on permanent organization made their report, recommending that the organization of the present convention be continued till the meeting for 1849; and further, the appointment of a committee of three to prepare, for that meeting, the draught of the constitution and by-laws of the "American Eclectic Medical Association."

The report was accepted, and the recommendations adopted.

RESOLUTIONS.

Resolved, That the eclectic practitioners of the different States be and are hereby recommended and requested to form themselves into State and county societies, and to forward their proceedings to the officers of this convention as early as possible, for the report of the next annual convention.

The committee on medical statistics recommended that a standing committee of three be appointed to collect medical statistics, whose duty it should be to report annually; also, that the members and eclectic practitioners generally, be requested to report annually, to the above committee, the statistics of their practice.

Resolved, That while we are opposed to proscription in all matters of difference of opinion, we would earnestly recommend a strict adherence, on the part of practitioners, to the principles and views set forth in the address adopted by this convention; and further, that the members of this convention will, in no case, consent to be held responsible for the consequences of the practice of such individuals as essentially depart from their principles.

YELLOW FEVER.

Dr. A. Kendall, of New Orleans, by invitation, addressed the convention upon yellow fever, its causes and treatment. He denied that

it had originated in New Orleans from local causes. It had always been imported. The common treatment was by foot-baths in mustard water, cupping and scarrifying the region of the cervical vertebræ, castor-oil, calomel and quinia. In the second stage, the treatment consisted of calomel, with cups or blisters to the epigastrium, followed by mercurial ointment. Some physicians relied upon quinia; others used the lancet with deadly effect. The old Creole women were generally more successful than the physicians. They relied upon foot-baths, ptisans and herb-teas, gentle cathartics, ice, and sometimes lime-juice, for bathing.

Dr. K. relied upon emetics and cathartics with cold or acid baths. Experience had amply proved the utility of emetics. He generally began with a decoction made as follows: Recipe; Eupatorii perfoliati, one ounce, asclepiæ tuberosæ, four drachms; capsici, one drachm; zinziberi et myricæ ceriferæ, aa., two drachms; aquæ bullientis, one quart; dose, one to two gills every fifteen minutes, the feet being in a mustard bath at the time. Having thus produced a free perspiration, a strong emetic of lobelia should be administered; or, if the irritable condition of the stomach forbade this, an enema of L. and scutellaria. After emesis and relaxation, a brisk non-irritating cathartic should be employed. The fever will promptly subside in most cases. The cathartic may be followed by cold bathing of the head and face; after which, if the fever continues obstinate, sponging with acidulated iced water will effectually quell it in a few minutes.

This course applied in the first stage is generally sufficient, and will prevent the appearance of the other stages. The decoction may, in most cases, be continued, cold, with advantage. It is necessary to have free action of the liver; and if we find heat in that region, with no appearance of bile in the feces, cathartics are always indicated, even though there is diarrhœa. Warm baths and vapor-baths are injurious and prostrating.

If the physician is summoned in the latter stages of the disease, he should first produce a free catharsis, applying pediluvia and sinapisms to the extremities. Cold acid bathing should also be administered, or else the patient should be wrapped in a wet sheet moistened by ice-water and enveloped by a blanket. This course will generally break up the attack in about six hours.

Dr. Kendall had treated seventy-three patients in this manner, generally curing them in less than five days. One of them had passed from him into other hands and died; two relapsed — one passing into the last stage before Dr. K. was again notified, and the other receiving no further treatment at all. Sixty-nine recovered, of whom one had been given up by his previous medical attendant.

These results are a striking proof of the superiority of the eclectic practice. Under the other modes of treatment, the mortality has been ten times as great. *Under conditions for a fair trial of the eclectic practice, he confidently believed, there would not a single patient have been lost.*

R. S. NEWTON ON CELL-PATHOLOGY.

Dr. Robert S. Newton, of Cincinnati, presented and read a paper "on Cancer, its nature and causes." He had for several years presented his researches on that subject. His investigations show that cancer is primarily a local and not a constitutional disease. The very best microscopists have failed, in every instance, to detect the blood, before its softening, though they find it there after. If it was a constitutional disease it could be traced in the circulation before ulceration.* He was, therefore, fully satisfied that the cancer had a local origin. Its substance consisted of *entozoa* or *zoocysts*. The origin was an entozoon or cancerous animalcule; it had a life and sensibility peculiarly its own. But though thus independent of the system, it nevertheless subsisted upon it, deriving thence its peculiar nourishment. It is generally found in parts having vitality, or where, from external violence, disorganization has occurred, but not so rapidly as to prevent the tissue from taking on its new constitution and animalized form. Thus by this process a change takes place, produced by external causes, and a new productive living organization, is the result. It has an inherent tendency to grow up or destroy contiguous parts, and does not extend by the power of assimilation; and, as a general thing, the powers of the system for a considerable time, are not impaired. Hence, as the disorder is essentially local, it should be treated by local applications, such as will kill the entozoa — its body, and the roots or branches which belong to it — these being the reproducing cause when the knife is used. Then, by the suppurative process which takes place, the action of the parts is changed, and so, by this method, many cancers have been treated and radically cured.†

COMMITTEES.

The president now announced the following committees, viz.

On Constitution and By-Laws — John King, Benjamin L. Harris, Barton.

On Medical Statistics — J. R. Buchanan, I. G. Jones, L. E. Jones.

* Virchow, of Berlin, in his treatise on "Cellular Pathology," first published in 1858, ten years after the reading of this paper, declared that in the whole range of his microscopical investigation, including indiscriminately all classes of patients, he never found a single case of cancer-cell, or any evidence of cancer in the system, except where ulceration and absorption had occurred. Dr. Carmichael, of Edinburgh, also declares that cancer consists of a cell, monad, animalcule or cyst, and that in no instance had these cells been found in the circulation before ulceration had occurred. When ulceration and absorption had taken place, he was able to detect it there by microscopical examination.

† After many experiments, Dr. Newton fixed upon zinc, the sulphate or chloride, to destroy the entozoa, or, more properly, the cancerous growth. He incidentally observed that gangrene or other blood-poisoning, would not take place in wounds or ulcers, which were treated with zinc sulphate. This led to its employment as an antiseptic, and was the first discovery on record of the antiseptic use of zinc treatment.

THIRD DAY — AFTERNOON SESSION.

Dr. S. P. Chase said that he had been educated to believe that whatever the regular priests of medicine had propounded was orthodox. Whenever any of his family was sick, it was for the doctor to prescribe, and they opened their mouths and swallowed any thing with all grace. He had even regarded it as dangerous to men's moral constitutions to depart from the old practice. The afflictions of his own family had been the means of awakening him. During an experience of six or seven years of sickness, and the liberal employment of as many physicians, with worse than no result, he had detected a disposition on the part of his trusted medical advisers, when questions were asked them, to mistify the matter and leave him as much in the dark as they found him. They declared that it was his province to understand texts and interpret scripture, but that it was theirs to understand medicine.

What had first favorably interested him with the reformed practice was the desire of its supporters to open the whole subject to the public, and appeal to good sense in its behalf. In this way, as well as by rescuing his wife from the grave, his respected friend, now in the chair, had been the means of interesting him in medical reform. He had studied the subject for a long time without the expectation of engaging in practice; but as he came to understand how great a blessing of God was such a reformation, he felt it to be no small part of the duty he owed to God and humanity, to labor in this vineyard, and to practice, if he was able, without pecuniary compensation. Every thing showed that we are approaching a new era in the history of the world. Old opinions as well as old institutions are revolutionizing. An old man once confessed to him: "I at first looked upon this thing of reform with suspicion; but when I saw that the devil was after you, I turned to help you." It was a good text. If they were not so opposed by the hosts of calomel, it might still have remained a question whether this cause was a reform. He predicted an enlarged success. Like their leader in this movement, they should never consent to "know what it was to get discouraged." Indeed, when the subject was properly presented to literary and scientific men, he had found them ready to give encouragement. When its practitioners are properly qualified to present it, there will be little difficulty in making its way in any community. In the hands of the best men it will be sure to triumph. We want for students young men not only of good ability and moral character, but of the boldest and most active minds, and of the highest principles, who would enter the profession with other views than for pecuniary emolument.

THE BRAIN.

Dr. J. R. Buchanan remarked, that at the Eclectic Medical Institute there was no kind of knowledge proscribed, nor ignorance prescribed. They did not "send a man to Coventry" because he had a mind more active than what others could immediately follow. They

did not pretend to dissect the brain by cutting it up into slices, out daring to inquire into its functions, for fear of having some more than established dullness would appreciate or approve. regarded it as the widest field of physiological, and thereafter pathological, research.

Their adversaries, who dread "novelties" and cherish "respectability," are well illustrated by the fable of the donkey and the steamboat. The venerable long-eared veteran was trudging along his wonted path, with his spine bent into the segment of a circle under his old accustomed load, he being in the enjoyment of the dignified mail-carrier, when a spirited young courser accosted him and respectfully directed his attention to a passing steamboat — at the same time suggesting the advantage of a way to do such work more easily and expeditiously. "Sir," demanded the donkey, "do you mean to tell me? How long, pray, has your steamboat been heard of? This method of carrying the mail has been in honored use for 3,000 years! Would you have me abandon my old and honorable method for a new one which has only been in existence about fifty years? Why, sir, there is not a respectable ass in the whole country that would even think of such a thing."

It was about seven years, Dr. Buchanan remarked, since he had completed the demonstration of a physiological correspondence between the brain and the body; but as medical reformers had not assumed the character and position of "respectable donkeys," he was not averse to the truth because of its recent promulgation. The brain is the fundamental and central seat of human existence. In it, or else nowhere, is the seat of consciousness. Man has, so far as speaking, no consciousness in his body beyond the brain. It is in the brain that we trace up the last link between mind and matter, or mind and body.

All acknowledge that the body is a mechanism worked by the brain. Physiology has heretofore looked only at the tools; it has watched the operations of the master-mechanic. The brain, through its many ramifications, controls the function of every organ.

The professor proceeded to illustrate, by his diagrams, the correspondence of agues with the parts of the brain. He explained the peculiar connection of general vitality and muscular force with the base of the brain; the method of judging of these powers by the external development, and the precautions necessary in the treatment of persons of different constitutions. He pointed out the sympathy of the lungs with particular parts of the brain; the influence of a cold in pulmonary disease, and the natural marks of a tendency to pulmonary consumption. He set forth, also, the relation of the heart, liver, stomach, etc., how to judge from the conformation of the cranium the probable condition of each organ. He likewise traced the various feelings of melancholy, fear, hope, etc., as explained by the sympathies between the brain and body, and illustrated the bearing of these subjects on the practice of medicine.

It is the peculiar character of eclectic medical reform that it is a universal reform and universal progress. Its position and pro-

may be illustrated from the physical history of the world. There was a time, according to geologists, when only lizards and reptiles crawled upon the face of the earth. Just such monstrous things, the old theories of medicines now appear. In the progress of creation, higher orders of beings took the place of lower; but still carnivorous and destructive, like the blood-letting and poisoning practice, and the systems of practice that have successively devoured each other. The orders of animals that preceded man rose successively higher in the scale of intellectual power, till the time for the creation of man arrived. There appeared a being as God of all — whose mind was not fettered in an inferior organization, and whose mental eye comprehended all departments of nature, and even looked forth from this to other planetary worlds.

Thus in the science of medicine, monstrous and unphilosophical systems, like amphibious monsters, had gradually given place to higher forms of life — systems more comprehensive, but still restricted chiefly to sensation, and incapable of looking through all departments of nature and comprehending the whole of truth. But when the time for the advent of man arrived, thus came the spirit of *ECLECTIC REFORM* — *the humanity* of medical history — looking into all departments of nature unrestricted; recognizing the truth everywhere, and uniting the whole into a comprehensive system, and developing man, his diseases and their treatment, in the ample manner which alone could satisfy the spirit of the age.

FINAL ADJOURNMENT.

After passing several votes of thanks for courtesies and hospitalities, and referring the papers and journal to the publishing committee, the convention adjourned, to meet again at Cincinnati, on the third Tuesday of May, 1849, at two o'clock, P. M.

NATIONAL CONVENTION OF ECLECTIC PHYSICIANS.

SECOND MEETING IN 1849,

AND FORMATION OF THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

The national convention of eclectic physicians reassembled, pursuant to adjournment, at the hall of the Eclectic Medical Institute, in the city of Cincinnati, May 15, 1849. Owing to the epidemic of cholera then prevailing, the attendance was not large. The president, Prof. Thomas V. Morrow, took the chair.

The journal of the preceding session of the convention, in 1848, was read and adopted.

Dr. Joseph R. Buchanan read an address to the convention, from Dr. P. C. Dolley, on the "Utility of Physical Examination in Disease."

Dr. King delivered a discourse on "Life, Health, and Disease, as the result of electrical action."

Remarks and inquiries were made by Drs. Hill, Morrow, Buchanan and Powell.

SECOND DAY → MORNING SESSION.

CONSTITUTION REPORTED AND ASSOCIATION DULY ORGANIZED.

The committee on constitution and by-laws reported the following constitution, which, after some slight amendments, was adopted :

Constitution of the National Eclectic Medical Association.

For the purpose of more rapidly extending the principles of medical reform, as set forth in the addresses of the first National Eclectic Medical convention, held in Cincinnati, the 25th day of May, 1848, as well as promoting the knowledge and dissemination of all improvements in medical science, and adopting all measures which may be considered necessary to forward the cause of medical reform, the members of this convention adopt the following

CONSTITUTION.

ART. I. This society shall be known by the name of the "National Eclectic Medical Association."

ART. II. This association shall be governed by the usual parliamentary rules, and shall have the power of adopting such measures, rules and by-laws as may be deemed necessary and proper.

ART. III. The officers of this association shall consist of a president, two vice-presidents, two recording secretaries, two corresponding secretaries, and a treasurer, who shall perform the usual duties appertaining to their respective offices, and who shall constitute the executive committee of the association, for the general management of its affairs, and for the transaction of all business not delegated to special committees. These officers shall be elected by ballot, annually, at the first regular meeting of the association.

ART. IV. There shall also be committees of three, each, on the following branches of medical science, viz. : on theory and practice ; on surgery ; on obstetrics ; on materia medica, medical botany and pharmacy ; on physiology ; chemistry, and on medical statistics, who shall be appointed annually by the president of this association, and who shall receive from the members of this association, and from all friends of medical reform, on their respective branches, all interesting cases, discoveries, improvements, suggestions, and other useful matter in relation to medical reform, and who shall annually report the same to this association.

ART. V. The association shall meet and hold its meetings annually, at such time and place as may be appointed by a majority of the members present at any regular yearly meeting.

ART. VI. No alteration, amendment or addition can be made to this constitution, except by a majority of two-thirds of the members present at any regular yearly meeting.

Resolved, That the committee on constitution and by-laws be instructed to insert, as one of the by-laws, an article that all those persons who have signed their names as members to the present convention, be constituted members of the association under the new constitution.

Resolved, That the committee on the constitution and by-laws continue to report a set of by-laws for the association, either at the present or the next annual meeting.

Resolved, That the members of the convention, who are present, be constituted members of the National Eclectic Medical Association.

Resolved, That the election of officers of the association be the first business after the opening of the next meeting.

CHOLERA AND ITS TREATMENT.

Resolved, That members who have recently had experience in that direction, be requested to address the convention in regard to the treatment of cholera.

Dr. Morrow remarked that he had derived the most successful results from the use of emetics largely administered, such as the saturated acetous tincture of lobelia and sanguinaria, with the spirituous saturated tincture of aralia spinosa, *aa*; and to check the discharges and produce an action of the skin, guaiacum, cloves, cinnamon, of each one scruple to one quart of brandy, of which to give from one to four tablespoonfuls, as the case may require, in connection with the neutralizing cordial, together with the usual external means, hot bricks, hot bags of salt, friction, etc.

Dr. Hill stated that he had found the best results in cholera from the use of the saturated acetous tincture of lobelia and sanguinaria and ictodes foetida, with a tincture of cypripedium, aralia spinosa, also tea of cypripedium, nepeta, and berries of xanthoxylon, not omitting active external stimulating applications.

Dr. W. Byrd Powell reported, that in Memphis, Tennessee, the greatest success had been derived from the use of a four-grain dose of equal parts of opium, camphor and kino. He also spoke further concerning the peculiar difficulty experienced by a manufacturer of sulphuric acid, who had not been able to make it during the cold plague, and the last epidemic of cholera.

SECOND DAY — AFTERNOON SESSION.

The committee on the nomination of officers reported, and the officers nominated were then unanimously chosen, as follows:

OFFICERS OF THE NATIONAL ECLECTIC MEDICAL ASSOCIATION FOR 1849-1850.

President — T. V. Morrow, M. D., Cincinnati, Ohio.

Vice-Presidents — I. J. Avery, M. D., Reading, Ohio; S. P. Chase, M. D., Cincinnati, Ohio.

Recording Secretaries — J. King, M. D., Cincinnati, Ohio; E. A. Lodge, M. D., Cincinnati, Ohio.

Corresponding Secretaries—S. S. Cooke, M. D., Piqua, county, Ohio; B. L. Hill, M. D., Cincinnati, Ohio.

Treasurer—P. R. Wombagh, Cincinnati, Ohio.

STANDING COMMITTEES.

On Theory and Practice of Medicine—T. V. Morrow, M. D., Cincinnati, Ohio; I. J. Avery, M. D., Reading, Ohio; J. F. Merrill, D., Indianapolis, Ind.

On Surgery—R. S. Newton, M. D., Cincinnati, Ohio; B. L. Hill, M. D., Cincinnati, Ohio; Z. Freeman, M. D., Cincinnati, Ohio.

On Obstetrics—A. H. Baldrige, M. D., Cincinnati, Ohio; Brown, M. D., Cincinnati, Ohio; A. H. Willis, M. D., Cincinnati, Ohio.

On Materia Medica, Medical Botany and Pharmacy—John Brown, M. D., Cincinnati, Ohio; L. E. Jones, M. D., Cincinnati, Ohio; Merrill, M. D., Indianapolis, Ind.

On Physiology—J. R. Buchanan, M. D., Cincinnati, Ohio; B. Powell, M. D., Memphis, Tenn.; H. P. Gatchell, M. D., Cincinnati, Ohio.

On Chemistry—J. H. Oliver, M. D., Cincinnati, Ohio; J. Brown, M. D., Cincinnati, Ohio; P. C. Dooley, M. D., Elyria, Ohio.

On Medical Statistics—J. R. Buchanan, M. D., Cincinnati, Ohio; J. Barton, M. D., Cincinnati, Ohio; J. Wilson, M. D., Cincinnati, Ohio.

On Publication and Finance—B. L. Hill, M. D., Cincinnati, Ohio; L. E. Jones, M. D., Cincinnati, Ohio; J. King, M. D., Cincinnati, Ohio.

On Constitution and By-Laws—J. King, M. D.; B. L. Hill, M. D.; J. Barton, M. D.

To prepare an Address—J. R. Buchanan, M. D.; J. King, M. D.; B. L. Hill, M. D.; R. S. Newton, M. D.; L. E. Jones, M. D.

To prepare a Manual of Pharmacy—J. King, M. D.; Lodge, M. D.; Wm. S. Merrell.

RESOLUTIONS.

The committee on resolutions and addresses reported the following resolutions, namely:

1. *Resolved*, That we regard it as one of the most important of the medical profession to accept truth from whatever source come, and in every proper mode to encourage the fullest and freest investigation by all.

2. *Resolved*, That we regard all combinations to proscrib or degrade any portion of the medical profession merely on account of a difference of opinion in matters of science, as a high crime against the profession, against the community, and against the common interest of man.

3. *Resolved*, That it is incumbent upon all medical reformers to regard all members of the profession in a spirit of liberal and courteous, to abstain from personal and disparaging remarks in reference to differences of doctrine, and to cultivate those amicable relations which admit of co-operation in the pursuit of truth.

4. *Resolved*, That the great struggle of the present day in the medical profession is between the spirit of freedom on the one

which is seeking for truth in science, and the spirit of conservative despotism on the other, which aims to perpetuate its power and doctrines by organized combinations, and by discountenancing or suppressing every attempt at reform, whatever may be its merits or its source.

5. *Resolved*, That we regard all medical reformers who are struggling for the improvement and the freedom of the profession, as engaged in a holy cause; and that we regard it as the duty of all such, whatever may be their differences of opinion upon minor points, to unite, in the most cordial manner, as the American colonies united in their struggle for freedom.

6. *Resolved*, That as the confederacy of the patriotic colonies which achieved the freedom of America, resulted in the establishment of a national union of independent States, forming a true republic, so we hope that the confederacy of medical reformers may not only achieve a revolution, but establish, in the highest degree of freedom and harmony, the *Confederate Republic of Medical Science*.

The report was accepted, and the resolutions unanimously adopted.

Resolved, That the president appoint a committee of five to prepare an address to the citizens of the United States, as coming from this association.

Drs. J. R. Buchanan, J. King, B. L. Hill, R. S. Newton, and L. E. Jones, were appointed such committee.

Dr. A. H. Willis addressed the association on the subject of masked ague; the intimate relation existing between it and the bilious, continued and other forms of fever; and the treatment which he has found the most successful.

Dr. H. P. Gatchell addressed the association on "the Cause of Intermittent and Bilious Diseases," and called attention to the examination of temperature as a provocative of disease.

Dr. T. V. Morrow addressed the association, setting forth the proceedings at Columbus, in relation to the Cincinnati Commercial hospital bill, denominating them shameful and infamous.

Resolved, That this association hold a meeting, in this hall, on the first Monday in November, 1849, beginning at 10 A. M.

Resolved, That the regular annual meeting of the National Eclectic Medical Association be on the third Tuesday in the month of May of each year, beginning at 2 o'clock, P. M.

Resolved, That Dr. Gatchell be requested to prepare a work on the merits of the eclectic system of medical practice in contrast with "allopathy," for the use of eclectic and other reformed practitioners.

Dr. Buchanan read a communication from Dr. W. T. Parker, on the Therapeutic Action of Cinchona.

Resolved, That a committee of three be appointed by the president to attend to the immediate preparing and publication of a manual of pharmacy, to be recommended to eclectic practitioners and druggists, by the faculty of the Cincinnati Eclectic Medical Institute, and the officers of this association.

Drs. J. King, E. A. Lodge and Wm. S. Merrell were appointed such committee.

The association then adjourned.

NATIONAL ECLECTIC MEDICAL ASSOCIATION

EXTRA SESSION.

An extra meeting of the association convened, pursuant to adjournment, in the hall of the Eclectic Medical Institute, November 10, at 10 o'clock, A. M. The meeting was opened with prayer by G. Moore.

The president, Dr. T. V. Morrow, then addressed the association.

Dr. Buchanan, as a member of the committee on medical statistics, also addressed the association, urging the importance of medical statistics, and the necessity of practitioners attending, immediately, to the preparation and furnishing of accurate reports of their practice in accordance with the form adopted by the convention last year.

FIRST DAY — AFTERNOON SESSION.

On motion of Dr. Buchanan :

Resolved, That the chair appoint a committee of seven to represent the Association before the Legislature, in behalf of this association, soliciting recognition of its rights in regard to the medical supervision of the Cincinnati Commercial hospital.

Drs. Buchanan, Hill, Ross, Avery, Davis, Jordan and Kimball were appointed a committee for this purpose.

CHOLERA, DYSENTERY, ETC., AND DEATHS DURING THE EPIDEMIC.

Dr. J. R. Buchanan read a paper on the treatment of cholera and dysentery, etc., by Dr. T. J. Wright.

Dr. P. W. Sampsel reported 100 cases of scarlatina, and five or six cases of cholera, and also fifty cases of cholera-morbus, with no deaths.

Dr. Murray treated 150 cases of cholera. From ten to fifteen of these were in the spasmodic stage. He lost three out of the ten, all of which were in a collapsed condition when he was called in.

Dr. D. P. Wooster, of Racine, Wisconsin, stated that he had treated fifty cases of dysentery, all successfully. Dr. W. also had been eight cases only of cholera in their town, five of which had been treated by old-school physicians, and all resulted fatally. The other three were treated by Dr. W., and relieved.

Dr. Behymer treated twenty-five cases of dysentery, with no deaths, and one of cholera.

Dr. Robinson reported forty-five cases of cholera and cholera-infantum, and one death; sixty-five cases of dysentery and two deaths, and nine cases of fever and one death.

Dr. Cowdrey, of Lafayette, Indiana, made report of several cases of cholera and cholera-infantum, and three deaths.

Dr. W. H. Jones treated five cases of cholera, no deaths; six cases of dysentery, and no deaths; five typhoid fever, and two deaths.

Dr. Webster, of Middletown, Butler county, Ohio, stated that

the first of May to the fifteenth of October last, he had treated 300 cases of all diseases, with a loss of four cases. The four lost were made up of one phrenitis; one congestive fever; one cholera-infantum, and one delirium tremens. He had also treated eight cases of dysentery successfully.

Dr. Barton reported thirty cases of small-pox, with a loss of one.

SECOND DAY — MORNING SESSION.

REPORTS OF DISEASES.

Dr. Wm. King reported thirty cases of typhoid fever; fifteen cases of scarlatina; ten of pneumonia; two dysentery; eight cholera-morbus; four English ship-fever; all treated successfully.

Dr. J. J. Smith, of Roanoke, N. C., reported eleven cases of pneumonia; ten intermittent fever; fifteen remittent fever; five leucorrhoea; fifty of other diseases — with the loss of three patients, who were treated under the most unfavorable circumstances.

Dr. Augustus Eckert stated that he had treated 365 cases of all diseases during the past five months, and lost, of this number, eleven only.

MEMORIAL.

Dr. J. R. Buchanan, chairman of the committee appointed to prepare a memorial to the Legislature, reported a memorial, which report, after some discussion, was adopted.

SECOND DAY — AFTERNOON SESSION.

REPORTS.

Dr. S. E. Pearre reported 500 cases of diseases treated during the past year, with a loss of only two.

Dr. A. P. Baldrige, of Springfield, Ohio, reported twenty-five cases of Asiatic cholera; six of these were collapsed cases, four of whom died. He prescribed for seventy-five cases of cholera successfully.

Dr. Childs, of Madison, Indiana, reported that he had treated from 200 to 300 cases of disease during the past year. He had 150 cases of cholera; five only of which died under his treatment. He had treated forty-four cases of consumption and diseases of the lungs, with a loss of three only. He used an expectorant in these cases, composed of equal parts of tincture of iodine, tincture of phytolacca, tincture of cimicifuga, tincture of sanguinaria, and tincture of myrrh. Of this, he administered from one to four teaspoonfuls daily. In connection with the expectorant, he used a syrup of elecampane, comfrey, and swamp dogwood, *ptelea trifoliata*. Occasional emetics were given with advantage; but the greatest benefit derived from the use

of extensive irritating plasters over the whole surface of the chest and a part of the back. He would let them discharge freely for five to eight weeks. He used lupulin as an anodyne, and gave restorative bitters, with cinchona as a tonic.

Dr. Jas. G. Hunt, of Cincinnati, stated that his present practice included but four cases of cholera, as all the others had been reported in connection with Dr. Morrow's, and were now before the court. Of other diseases, he had treated over 300 cases since the first of the year last. Diarrhœa and dysentery, those of dysentery forming the larger proportion, constituted nearly one-half of this number, and had all been treated successfully. From the remainder, including the few cases of cholera, he had nine deaths; one from organic disease of the heart, one from hysterical convulsions, which occurred in a female convalescing from dysentery, which had been preceded by an attack of cholera; another was a man with cholera, who had gone so far into the stage of collapse as to be pulseless and unable to recognize his own wife or brother; two others had been under other treatment, and their friends despaired of their recovery before he was called; the sixth was a case of phthisis pulmonalis in its last stage, under treatment only two weeks; the seventh death was from recent small-pox in a child eight months old; the eighth from convulsions infantum; the ninth from arachnitis.

Dr. Vansandt stated that he had treated 700 cases of disease during the past year, and had but four deaths in his practice.

Dr. B. L. Hill remarked that the report heretofore published of his treatment of cholera was not complete, as he had treated many cases subsequent to the time of making that report. In all he had attended eighty-nine cases, and lost one.

Drs. G. L. & J. P. Ball reported 244 cases treated by them from the 1st of August, 1848, to the 1st of October, 1849, and four deaths.

THE NOMENCLATURE.

Dr. Buchanan addressed the association in reference to the uniformity of our medical nomenclature, and the convenience of naming pharmaceutical preparations, and writing labels, prescriptions, and descriptions, of cases, etc., by terms composed of the first syllables of the name of each article entering into the compound, as *Jal. Car.*, for the "jalap, senna and clove powder," or common bilious physic, etc.

The association then adjourned to meet on the third Tuesday of May, 1850, at 2 o'clock, P. M., at the hall of the Eclectic Medical Institute of Cincinnati.

NATIONAL ECLECTIC MEDICAL ASSOCIATION.

FIRST ANNUAL MEETING.

The National Eclectic Medical Association convened, pursuant to adjournment, in the hall of the Eclectic Medical Institute of Cincinnati, on Tuesday afternoon, May 21, 1850. The session was opened with prayer by the Rev. Dr. Dalbey; after which the president, Dr. Morrow, delivered an address on the Origin and Progress of Medical Reform.

The following officers were chosen for the ensuing year, viz. :

President — Joseph R. Buchanan, M. D.

Vice-Presidents — H. T. M. Benedict, M. D.; T. J. Wright, M. D.

Secretaries — J. G. Hunt, M. D.; O. E. Newton, M. D.

Corresponding Secretaries — S. H. Chase, M. D.; B. L. Hill, M. D.

Treasurer — I. J. Avery, M. D.

REPORTS OF COMMITTEES.

The reports of the committees on theory and practice, obstetrics, chemistry, materia medica, physiology and surgery, were received.

CATHARTICS FOR CHILD-BEARING WOMEN.

Dr. Morrow stated that he had attended about 2,000 obstetrical cases without the loss of one. Much of his success he attributed to good fortune; but considerable to having given mild and active cathartics occasionally for several weeks previous to parturition, although the patient might have had daily and pretty free evacuations from the bowels. He also highly recommended the administration of active cathartics two or three days after parturition. Formerly he used the hydragogue powder; latterly, the podophyllin gr. ss. every three or four hours till free catharsis. Podophyllin, gr. ss. every two or three hours, he had likewise used, with success, in puerperal fever.

SECOND DAY — MORNING SESSION.

REPORTS ON DIAGNOSIS.

Dr. Morrow, chairman of committee on theory and practice, then delivered an address on Diagnosis, under the following heads :

I. The importance of diagnosis to the reputation of the practitioner.

II. Correct diagnosis indispensably necessary to the success of the physician, especially in difficult cases; failures in this respect being always injurious to his reputation. The doctor then referred to errors frequently made in diagnosis. He particularized masked agues, and insisted that the paroxysmal character and periodicity of diseased manifestations were their only essential characteristics. The interval

between the paroxysms and the phase of their appearance are matters of no importance. They can all be cured by antiperiodics. He cited cases to illustrate his position. He also mentioned several blunders in diagnosing fistula and hip-disease. A case of fistula had been examined by Dr. Baker, professor of surgery in a school at Indianapolis, who called it a *boil*! In a case of hip-disease, a boy, where the principal symptoms noticed were at the knee, Dr. Mussey, of Cincinnati, had declared that the leg must be amputated above that point. The father refused to permit the operation, and summoned Dr. Morrow. Upon examination he found that the seat of the difficulty was in the hip, and not at the knee. Thus Dr. Mussey, though generally correct in diagnosis, had proposed to deprive the boy of his leg, and would have left the disease untouched.

Dr. Morrow recommended the use of an infusion of *stillingia sylvatica*, and the chewing of the same for chronic sore throat. For scrofulous diseases and secondary syphilis, he recommended a syrup of *corydalis formosa* and *stillingia sylvatica*. He also spoke highly of podophyllin gr. ss., and neutralizing powder, in dysentery and diarrhoea; two grains every three hours, till catharsis; in cholera-infantum he recommended much smaller doses, followed by equal portions of leptandrin and the diaphoretic powder.

CHLOROFORM AND ANTISEPTIC SURGERY.

Dr. R. S. Newton, from the committee on surgery, spoke of chloroform, and the advantages afforded by its use over the *letheon* or sulphuric ether. He tested them both, having used the latter extensively till the discovery of the former. He had used chloroform in many cases without injurious consequences in any instance.

Dr. Newton also referred to improvements introduced in surgery by eclectic physicians. Among these was the employment of antiseptics in the treatment of wounds and ulcers. He had himself, in his practice, successfully arrested and prevented gangrene and septicæmia by the use of zinc and antiseptics. He also cited the advantage of healing the wounds resulting from surgical operations by suppuration instead of by first intention, the method commonly practiced.

Dr. N. presented to the association several morbid specimens, which had been removed with the knife while the patient was under the influence of chloroform, and treated on the plan set forth. Among them were several encephaloid tumors — one measuring twenty-four inches in circumference, and weighing seven pounds. His method of administering chloroform was by putting a small quantity on a napkin or handkerchief, and to let the patient inhale it as it becomes mixed with the atmosphere, and continue until the anæsthetic effect is produced.

THE ZINC ANTISEPTIC.

Dr. Newton proceeded to give a full exposition of the use of zinc sulphate as an antiseptic — a mode of treatment which *he had originated* several years since, and was employing with almost invaria-

ble success. No surgeon in America or Europe appeared at this time to have any acquaintance whatever with antiseptics, as such. He had employed zinc in his operations for gangrene, erysipelas, and blood-poisoning generally. He had no apprehension from pyæmia, and other hospital diseases which caused so much mortality in hospital practice. They were easily prevented, and almost invariably yielded to the antiseptic treatment.

Dr. Newton stated that he had published his views and experience upon the subject, in 1846, in the *Western Medical News*. The article was copied in the *Eclectic Medical Journal* of May, 1849, page 193, to which he would refer members of the association taking an interest in antiseptic surgery.

The association then took a recess till 2 o'clock, P. M.

SECOND DAY — AFTERNOON SESSION.

The association assembled at 2 o'clock, P. M.

Dr. Morrow, chairman of the committee on by-laws, reported the following :

BY-LAWS OF THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

ART. I. All graduates of the Eclectic and Reformed Medical colleges, as well as all practitioners who have been in respectable practice for the term of three years, and who may adopt the principles set forth in the address in the American Medical Association in Cincinnati, Ohio, commencing on the 25th day of May, 1848, may become members of this association.

ART. II. Each member shall contribute one dollar per annum, which shall be appropriated to defray the expenses attending the meeting of the association, and for the publication of such documents as may be thought proper to be published, a copy of each of which shall be sent gratuitously to each member.

ART. III. Any member who may be charged and found guilty of any unprofessional conduct, or any other act unbecoming a gentleman and member of this association, may be expelled by a vote of two-thirds of its members present at any regular session.

ART. IV. It shall be the duty of all members of this association to report themselves to the president of the same at each regular annual meeting, either in person or otherwise.

ART. V. Any member who shall fail to observe articles *second* and *fourth*, for the term of two years, shall be considered as withdrawn from the association.

ART. VI. It shall be the duty of all committees and officers of this association to be faithful and prompt in the discharge of their several duties.

THIRD DAY — MORNING SESSION.

ANTI-REPUBLICAN LEGISLATION ON MEDICAL PRACTICE.

Dr. Morrow offered the following resolutions, which were adopted :

Resolved, That, as the sense of this association, it is the imperative duty of the medical reformers of the several States of the American union, to continue to protest against the existence of any unequal and oppressive laws whatever, touching the practice of medicine and surgery, or the admission of the faculties and students of the different medical schools, to participation in the privileges of any of the several hospitals in the different States; and that it is their duty to continue to petition the legislative authorities of their States, for the repeal of all such arbitrary, unjust and oppressive enactments.

Resolved, That a special committee be appointed, to consist of five members, whose duty it shall be to institute a careful examination into the comparative merits of the different systems of medical practice prevalent, and report to the next annual meeting of this association.

On motion of Dr. Morrow :

Resolved, That committees of correspondence located at Cincinnati, Pittsburgh, Philadelphia, Memphis, Rochester, and the city of New York, be appointed by the association.

Resolved, That the following gentlemen be and are hereby appointed to act as such committees, namely :

In Cincinnati — Drs. James G. Hunt, O. E. Newton, J. Wilson, and I. J. Avery.

Pittsburgh — Drs. S. Oldshue, Henderson, J. Stewart, Brown, F. H. Judd, and Bender.

Philadelphia — Drs. T. Cooke, J. T. Walsh, and W. Smith.

Memphis — Professors J. King, H. Hulce, W. B. Powell, and Z. Freeman.

Rochester — Drs. S. H. Potter, W. W. Hadley, S. M. Davis, and O. Davis.

New York City — Drs. W. Beach, Hassell, and Smith.

THIRD ANNUAL MEETING.

Resolved, That the next annual meeting of this association be held at the city of Pittsburgh, on the second Tuesday of May, 1851, at 10 o'clock, A. M.

STANDING COMMITTEES.

The different committees were then announced by the president, as follows :

On Theory and Practice — T. V. Morrow, I. G. Jones, T. Cooke, S. M. Davis, S. H. Potter, H. Hulce, C. J. Childs, J. P. Andrew, A. Teegarden, Caleb Carr.

On Surgery — S. H. Potter, R. S. Newton, W. F. Smith, J. H. Jordan, Z. Freeman.

Obstetrics — J. Beeman, S. Rosa, B. L. Hill, Orin Davis.

Physiology — W. Byrd Powell, H. P. Gatchell, J. T. Walsh.

Materia Medica and Medical Botany — J. R. Paddock, L. E. Jones, G. Lincicum, J. King, J. Kost, W. W. Hadley, H. T. N. Benedict, J. F. Merrill, S. Humphrey.

Pharmacy — J. Wilson, W. Owens, W. S. Mettrel, J. R. Johnson, E. S. McClellan.

Chemistry — J. M. Sanders, J. B. Stallo, F. Stewart, A. K. Eaton, A. Essex.

Statistics — R. S. Newton, Z. Freeman, W. W. Hadley, J. T. Walsh.

Hydropathy — J. Garretson, A. Black, S. S. Ball, with power to add to their number.

Homœopathy — J. G. Hunt, R. S. Newton, J. Garretson, T. J. Wright, L. K. Rosa, C. Lee.

Utility of Neurology — H. P. Gatchell, W. Owens, Jephtha Davis, B. W. Richmond, L. Hubbell, J. Stewart, N. L. Vansandt, S. E. Pearre.

Medical Literature and Medical Text-Books — I. G. Jones, W. B. Powell, J. M. Sanders, T. Cooke, L. C. Dolley, S. Oldshue, B. L. Hill, L. H. Baker.

Comparative Merits of Different Systems of Medicine — I. J. Avery, F. H. Judd, P. C. Dolley, T. Fisher, J. W. Young, J. C. Batchelor, D. M. Foster, T. J. Wright.

On motion of Dr. Morrow:

Resolved, That a special committee on pharmacy be appointed.

The association adjourned.

THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.*

SECOND ANNUAL MEETING.

The National Eclectic Medical Association met, pursuant to adjournment, in Philo Hall, in the city of Pittsburgh, Penn., on Tuesday, May 13, 1851. The regularly-elected officers not being in attendance, the following were duly chosen for the ensuing year, viz.:

President — Robert S. Newton, M. D., of Cincinnati.

Vice-Presidents — J. H. Tilden, M. D., of Buffalo, and J. Brown, M. D., of Alleghany City.

Secretary — S. Kyle, M. D., of Pittsburgh.

Assistant Secretary — W. Badger, M. D., of Pittsburgh.

Treasurer — W. Henderson, M. D., of Pittsburgh.

* The journal of this second annual meeting somewhat singularly denominates the body in session: "The National Eclectic Medical Convention." The absence of the proper officers, and other circumstances, seem to have created doubt as to the legitimate character and functions of the assemblage. The regularity of the convening pursuant to adjournment, and other considerations which transpired in the journal of proceedings of the third annual meeting, held in Rochester in 1852, appear, however, to suit the question, and the report condensed as usual, is accordingly presented here as of the association instead of a "convention," which would be an entirely different affair.

SECOND DAY — MORNING SESSION.

DEATH OF THOMAS V. MORROW.

The president announced the death of Prof. Thomas V. Morrow, the great pioneer of eclectic medicine, who departed this life during the past year in the midst of his most useful labors. Dr. Newton pronounced a glowing eulogy upon his memory, declaring that his death was greatly and universally lamented by the profession, and by all who knew him.

REPORTS.

Prof. Robert S. Newton, chairman of the committee on surgery, made a verbal report, giving, in detail, the recent improvements in the practice of surgery. His remarks, especially those in relation to the pathology and treatment of cancer, were listened to with more than ordinary interest. He dwelt upon the peculiar cellular origin and nature, pointed out the different varieties, and gave his conclusions, based upon ordinary and microscopical observations.

Prof. O. Davis, from the committee on obstetrics, said he would be glad to call attention to the subject of obstetrical surgery. It is a peculiarity of mankind, when they discover an abuse has become general, to carry its remedy in an opposite direction to a hurtful extreme. Eclectic practitioners have humanely endeavored to obviate and do away with the frequent employment of instrumental agencies in midwifery. They had, by so doing, accomplished much; but have they not too generally, indeed, universally, neglected almost all obstetrical surgical assistance? He would particularly refer to the neglect of the forceps. Whenever an operation of this kind is required, the neglect creates the necessity for one more grave. The English, comparatively speaking, neglect their use. The French accoucheurs use them more freely, and the Germans also make frequent employment of them. The English, who seldom employ the forceps, resort to craniotomy most frequently; the French, occasionally, and the Germans very seldom. Prof. Davis said he merely wished to call attention to these facts, that eclectic practitioners might not unintentionally or by neglect of the forceps create the necessity for operating with the perforator.

The president informed the convention that reports on materia medica would come before them soon in the shape of publications. Prof. L. E. Jones has been, for some time past, engaged in preparing an excellent work on materia medica. Profs. John King and R. S. Newton have prepared, and now have in press, an Eclectic Dispensatory on a plan similar to that employed by Wood and Bache in the United States Dispensatory.

ON THE UTILITY OF NEUROLOGY.

Dr. J. Stewart, chairman of the committee on neurology, forwarded, through Dr. L. Oldshue, the following report:

“That, as far as opportunity has offered for its application of principles in the treatment of disease, he has not been disappointed. The

results have been satisfactory, and accord well with the teachings of its eminent author. Neurology is an index to the nature of many diseases, and affords a key to their treatment, thereby relieving the sufferings of the sick more effectually and in less time than is required under ordinary modes of treatment. The science recommends itself to all candid investigators of truth, and especially to the physician."

SECOND DAY — AFTERNOON SESSION.

COMPARATIVE MERITS OF OLD AND NEW SCHOOL PRACTICE.

Dr. Wm. Payne, of Warren, Ohio, remarked that, in the Western Reserve, the eclectic practice had been much more successful in all diseases than that of the old school. During the first three years of his practice, which was in exact accordance with the old school, he lost many patients. But since he had adopted the eclectic method of treatment, his success had exceeded his most sanguine expectations. While the old school, in typhoid fever, lost a large proportion of their patients, he had heard of only three cases that had terminated fatally under eclectic treatment. In pneumonia, *which is almost always treated successfully by eclectics*, the old school *lost exactly four-fifths* of their patients. During the past year one case of cancer, and two of hydrophobia, had been permanently cured by one of his eclectic acquaintances.

Dr. L. Oldshue reported that he could not count twenty patients that had died under his treatment in the last four years. Others of his acquaintance had been equally successful, and several more so.

Dr. J. Brown was well acquainted with the old practice, and had for years made a free use of the lancet and calomel. He had been very unsuccessful during that period, in many cases, although he had strictly adhered to the principles of the old school, and been governed by the advice of Prof. Burns, of Glasgow, Scotland, where he had graduated. Bleeding had, in at least one case, produced hypertrophy of the liver, followed by hydrothorax, and general anasarous swellings. In many other cases, depletion by the lancet, as well as the exhibition of calomel, had been followed by bad results. During the past six or seven years he had practiced medicine and obstetrics "eclectically," and had been much more successful than while adhering to the old plan. He had never used the forceps except in two cases, in one of which there was a malformation of the pelvis.

Prof. Davis, for the purpose of correcting wrong inferences which might be drawn from his previous remarks on the use of the forceps, wished to announce, as his belief, that *the greatest triumph of surgery is to diminish formidable operations*. He opposed the employment of the forceps unless perfectly satisfied that all obstacles could not be overcome by the natural powers, with safety to the mother and her offspring. But there are circumstances and conditions requiring their use, he fully believed. The local circumstances of the case are *powerless labor*, or when there is no obstacle, but where the pains

are inadequate to effect delivery, or in those cases where the make additional bulk, and requires more expulsive force of convulsions, hemorrhage, or in any case where we wish to effect delivery in order to save life, he recommended their use.

PROPOSITION TO DISBAND THE NATIONAL ORGANIZATION

The president informed the delegates that an impression among many eclectics unfavorable to the further continuance of the National Association. He, therefore, proposed the question for consideration: "Shall we, or shall we not, dissolve our national organization?" In this connection he read a letter from the late Prof. J. R. Buchanan, recommending the disbanding of the E. M. Association, and the adoption of a plan of local associations instead.

PROFESSOR BUCHANAN'S LETTER.

CINCINNATI, *May 9,*

To Drs. L. OLDSHUE, BROWN, and others, Cam. Arr., Pittsb.

GENTLEMEN. — Having anticipated, with much pleasure, your visit to your city at the session of the Eclectic Medical Association, I made some preparation for this purpose by lecturing twice during the week, in the view of completing my college duties prior to departure.

Unfortunately, a severe cold was contracted which was aggravated by my labors and by accidental exposure until a pulmonary inflammation compelled me to take my bed and undergo medical treatment. Several days' confinement from this cause has left me in a state of weakness with a cough, and pulmonary irritability, which forbid the performance of any active duties or the encountering of any exposure. I have a strong predisposition to pulmonary disease, and the occurrence of a relapse already by relying upon my strength and giving out more than I am able to perform. I warn me that a visit to Pittsburgh, for the performance of my professional duties, would be extremely dangerous. Even the exertion here to make arrangements for leaving the city was quite fatiguing.

Under these circumstances I feel that the duty of self-preservation forbids my departure from home, and assumption of duties far from home. I do not feel physically qualified.

It had been my design on this occasion to appear before the Pittsburgh public, and not merely to advocate eclectic medical reform, but also to bring forward other scientific reforms and discoveries, and endeavor to secure a hold upon the public mind, at least an enlightened and liberal, which would be beneficial to the progress of the spirit of progress. Should it be my fortune, at any future period, to visit your city under circumstances favorable to such a purpose, I should be pleased then to make such exertions for eclectic reform as would atone for my unexpected absence on this occasion.

To the numerous friends of eclectic reform with whom I have the pleasure of forming or renewing a personal acquaintance, I tender my sincere regards and ardent wishes for their professional and personal prosperity.

But for my recent illness I should have prepared for transmission to the convention one or more papers upon important subjects, which, at present, I have no opportunity of preparing.

A NATIONAL ORGANIZATION CONSIDERED IMPRACTICABLE.

There are several suggestions in reference to our policy which I should desire to offer if present, but I would merely suggest that I am satisfied, after mature deliberation, of the impracticability of giving to eclectic conventions or associations, at present, a truly national character. A fair representation of the eclectic profession, from all sections, is a desideratum not likely to be attained for many years. I would, therefore, recommend the omission of the impracticable and unnecessary title of "*National*," leaving each eclectic medical association to be designated by the locality at which it meets, as Cincinnati, Pittsburgh, Philadelphia, etc.; each association being open to the whole country, and free to attract as large a convention, from all sections, as will respond to its invitations. This, I am convinced, is the only course which is not open to many and urgent objections. With great respect, I remain your friend and co-laborer in progress.

JOSEPH R. BUCHANAN.

THE ASSOCIATION WILL NOT DISSOLVE.

The importance of a national organization was discussed at some length, by Profs. Newton and Davis, Drs. Smith, Oldshue, and others. The entire burden of their argument indicated that it was necessary to have a national gathering to strengthen our ties and sympathies, to spread the knowledge of our improvements and successes, to overcome local prejudices, and to give countenance to all honorable endeavors to spread the truth of eclectic progress, as well as to unite in opposition to all schemes calculated to dishonor our cause. The unanimous sentiment was in favor of the continuation of the national organization. The following resolution was adopted:

Resolved, That when this association adjourns, it adjourn to meet again in Rochester, N. Y., on the second Tuesday of May, 1852.

The association adjourned till the next morning at 10 o'clock.

THIRD DAY — MORNING SESSION.

The association met pursuant to adjournment. The journal of the preceding session was read and approved. A communication from Dr. Cooke, of Philadelphia, and reports on medical literature and chronothermalism, were presented and read.

COMMITTEES.

The following committees were then appointed:

On Theory and Practice of Medicine — I. G. Jones, S. M. Davis, and F. H. Judd.

- Surgery* — R. S. Newton, L. C. Dolley, and B. L. Hill.
Obstetrics — O. Davis, W. F. Smith, and L. Oldshue.
Materia Medica — L. E. Jones, P. Sweet, and W. W. Hadley.
Dispensatory and Pharmacy — John King, R. S. Newton, and William S. Merrell.
Chemistry — J. Milton Sanders, A. K. Eaton, and Wm. Payne.
Medical Statistics — J. Brown, G. Ewing, and W. Henderson.
Hydropathy — S. O. Gleason, J. C. Jackson, and Levi Reuben.
Medical Literature and Text-books — I. G. Jones, J. King, E. Jones, R. S. Newton, P. C. Dolley, J. S. Whitaker, J. Milton Sanders, W. Byrd Powell, and S. Kyle.
Comparative Merits of Different Systems — W. Badger, M. J. Tewksbury, J. B. Campbell, J. D. Skeers, G. Weiss, E. S. Preston, Freeman, and S. Chase.
Chrono-Thermalism — E. Cooke, S. Black, M. J. Wright, and V. C. Taylor.
Homœopathy — J. R. Buchanan, C. B. Robins, J. W. Powell, and B. L. Hill.
Preparing an Address for the next Meeting — J. R. Buchanan, Levi Reuben, P. C. Dolley, and O. Davis.

MERCURIAL SALIVATION UNDER HOMŒOPATHIC TREATMENT.

Several cases of salivation, induced by homœopathic treatment, were reported by several members.

ECCLECTICISM IN NEW YORK AND PENNSYLVANIA.

Prof. Davis gave an interesting and detailed account of the rise and progress of eclecticism, in the face of the most determined opposition in the State of New York.

Dr. Smith, of Philadelphia, gave a short history of the rise and progress of reform in Philadelphia and New Jersey, and alluded to those who were pioneers in the eclectic cause there.

ECCLECTIC TEXT-BOOKS.

Resolved, That the works now in press and being prepared by the several committees as text-books, be recommended to all eclectic physicians; that the convention earnestly recommend to those who are now engaged in publishing works, to make all expedition in putting them before the profession, and that we take pleasure in informing the profession that the following works will soon be out:

Chemistry, by Prof. J. Milton Sanders; Eclectic Dispensatory, Profs. J. King and R. S. Newton; Midwifery, by Prof. B. L. Hill; Theory and Practice, by Prof. I. G. Jones, as "Morrow and Jones' Practice;" Materia Medica, by Prof. L. E. Jones.

The association then adjourned to meet on the second Tuesday of May, 1852, in Rochester, N. Y.

NATIONAL ECLECTIC MEDICAL ASSOCIATION.

THIRD ANNUAL MEETING.

The National Eclectic Medical Association assembled in Minerva Hall, in the city of Rochester, N. Y., May 11, 1852. In the absence of Dr. Robert S. Newton, the president, Dr. J. H. Tilden, of Buffalo, N. Y., one of the vice-presidents, called the meeting to order.

On motion of Dr. S. H. Potter, a committee was appointed, consisting of one from each State represented, to nominate officers for the ensuing year, as follows: Thos. Cooke, M. D., of Pennsylvania; A. D. Skellenger, M. D., of Ohio; S. H. Potter, M. D., of New York; Joseph Simms, M. D., of Delaware; Walter Burnham, M. D., of Massachusetts; Miss M. K. Merrick, M. D., of Connecticut, and L. N. Jones, of Canada West (Ontario).

Dr. Calvin Newton, O. Davis, and C. B. Robbins, were appointed a committee to report business for the association.

Dr. O. Davis, from the standing committee, appointed to prepare an address, presented, in a forcible manner, the character and claims of eclectic medical colleges and physicians. He urged the necessity of a high standard of qualifications, declaring that in that lay the hope of ultimate success.

OFFICERS.

Dr. S. H. Potter, chairman of the committee on nominations, reported the following names for officers for the coming year, and the gentlemen named were accordingly duly elected, viz.:

President — Calvin Newton, M. D., Worcester, Mass.

Vice-Presidents — A. D. Skellenger, M. D., Ruggles, Ohio; John Simms, M. D., Wilmington, Del.

Recording Secretaries — L. C. Dolley, M. D., Rochester, N. Y.; S. H. Potter, M. D., Syracuse, N. Y.

Corresponding Secretaries — J. R. Buchanan, M. D., Cincinnati, Ohio; Thomas Cooke, M. D., Philadelphia, Pa.

Treasurer — W. Henderson, M. D., Pittsburgh, Pa.

On motion, the newly-elected officers were conducted to their seats, and entered upon the discharge of their duties.

The president addressed the association. He said that harmony and good feeling should prevail among those who were so deeply interested in the advancement and success of reformed medicine in various parts of our country, and especially among those who came together to consult its interests and well-being, in the capacity of a National Eclectic Medical Association. He thanked the members for the honor they had conferred upon him, and hoped he might receive their indulgence and forbearance while he endeavored to discharge, to the best of his knowledge, the duties of presiding officer over their deliberations.

FIRST DAY — EVENING SESSION.

Drs. L. Reuben, S. H. Potter, and E. S. Preston, were appointed as a committee on publication and finance.

SECOND DAY — MORNING SESSION.

THE PRECEDING MEETING AT PITTSBURGH.

The question arose as to the nature and bearing of a part of the minutes of proceedings of the last year's meeting at Pittsburgh, which, after discussion, was referred to a committee consisting of Drs. Calvin Newton, Reuben, and Skellenger.

THE DIFFERENT MODES OF PRACTICE.

A report upon the Comparative Merits of Different Methods of Practice, by Dr. Z. Freeman, of Cincinnati, was read and referred to the committee on publication.

The president gave a very interesting narrative of the relations of the various methods of practice, for the last few years in New England. At the conclusion of his remarks he presented a paper on the sentiments of those with whom he would desire to co-operate as eclectic medical reformers.

A PAPER IN FAVOR OF MERCURY AS MEDICINE.

A paper, embracing some peculiar views upon Medical Practice and the use of Mercurials, was read by Dr. Skellenger, which, together with the papers presented by Dr. Newton, were referred to a special committee consisting of Drs. Dolley, Potter, and Burnham.

On motion, Drs. Burnham and Potter were added to the committee on surgery.

SECOND DAY — AFTERNOON SESSION.

COMMITTEES.

The constitutional committees were appointed, as follows:

Theory and Practice — Drs. Thomas Cooke, I. G. Jones, and P. C. Dolley.

Obstetrics — Drs. Joseph Sites, O. Davis, J. King, S. H. Potter, and Walter Burnham.

Materia Medica and Therapeutics — Drs. W. W. Hadley, H. Hallembaek, L. E. Jones, and P. F. Sweet.

Dispensatory and Pharmacy — Drs. J. King, Jas. Brown, H. Hallembaek, and J. T. Goodin.

Chemistry — Drs. A. K. Eaton, Jas. Brown, J. M. Sanders, and E. M. Parritt.

Hydropathy — Drs. O. Davis, C. Newton, and L. Reuben.

Medical Statistics — Drs. S. H. Potter, E. S. Preston, T. Cooke, and J. Reeman.

Medical Literature and Text-books — Drs. L. C. Dolley, S. H. Potter, I. G. Jones, Robert S. Newton, Thomas Cooke, O. Davis, and Calvin Newton.

Comparative Merits of Different Modes of Practice — Drs. Z. Freeman, A. D. Skellenger, Calvin Newton, and P. C. Dolley.

Physical Diagnosis — Drs. Robert S. Newton, L. Reuben, and I. G. Jones.

Physiology — Drs. J. R. Buchanan, L. Reuben, and G. W. Morrow.

REPORTS OF COMMITTEES.

Dr. L. C. Dolley read an interesting report on surgery.

Dr. W. Burnham followed with remarks on surgical practice. He gave two rare cases of ovarian tumors removed by himself, one of which weighed eight, and the other over forty-two pounds.

Resolved, That Dr. Burnham be requested to present a written copy of his report for publication.

Dr. Potter made a report upon the peculiar advantages of scientific eclectic over the old-school surgical practice, which was ordered to be printed.

A lengthy and highly interesting paper upon the forces concerned in the circulation of the blood, was read by Dr. Reuben. Referred, and ordered to be printed.

Dr. L. C. Dolley, chairman of the committee on eclectic principles, reported a brief and comprehensive paper, in which he laid down the fundamental doctrines of the eclectic school, as follows:

1. To maintain the utmost freedom of thought and investigation in opposition to the restrictive system heretofore in vogue.

2. To aid and encourage the cultivation of medical science in a liberal and benevolent spirit, especially in the full development of the resources of the vegetable materia medica, and of the safest, speediest and most efficient methods of treating diseases.

3. To adopt, as far as possible in their investigation of diseases and remedies, the Baconian or inductive philosophy, instead of the synthetic method of reasoning.

4. That a departure from the healthy condition of the tissues and organs interrupts the functions of the animal economy, and that the recuperative powers of nature can only effect a restoration. Accordingly, that the object of all medication should be, not to do the work of nature, but to afford her the means of doing her own work more advantageously, and under circumstances in which she would otherwise fail.

5. To receive and teach eclecticism, not as an indiscriminate selection of means supposed to be remedial, but a selection based upon the recognized nature of the disease to be treated, and the character of the agent or agents employed to remove that disease; thus presupposing a knowledge, on the part of the physician at once, of the pathology of the disease and the adaptedness of the remedy, and to encourage and urge the highest professional attainments.

6. To avoid all permanently-depressing and disorganizing treatment, especially that of general depletion by the lancet, and to positively all medication which experience has shown to be a dangerous tendency. We believe that the medicines furnished by the vegetable kingdom are, as a general rule, preferable to those of mineral origin. But as this rule is subject to many exceptions, we adopt no exclusive system of herbalism. Nor do we reject every mineral agent, unless from the conviction that it produces injurious effects, and that we possess other agents of superior value for the removal of disease.

7. To dismiss from the catalogue of remedial agents all those which, under the ordinary circumstances of their administration, are found to deteriorate the stamina of the human constitution; *more particularly the mineral poisons, such as mercury, arsenic, and antimony, and all of their various preparations*, and to substitute in their place articles derived from the vegetable kingdom, which are not less powerful in their operation, but far more safe and salutary in their immediate and ultimate effects upon the human system.

The report was adopted.

THE USE OF MERCURY TOTALLY DISCARDED.

Dr. Levi Reuben offered the following resolution:

Resolved, That no election of any officer, and no acceptance of any report by this association, shall be so construed as to recognize or in any degree to sanction the use, by eclectic practitioners, of any mercurial preparations whatever.

A spirited discussion followed with respect to the discarding of the use of mercurials in all cases. Drs. Hadley, Newton, Potter, Reuben, Skellenger, Burnham, Cooke, and Sites, took part in the discussion. The resolution was finally adopted; Drs. Orin Davis and A. D. Skellenger only voting in the negative.

SECOND DAY—EVENING SESSION.

The association again assembled at 7.30 P. M.; Dr. Simon Potter, president, in the chair. The journal of the preceding session was read and approved.

The committee on revision of the constitution and by-laws reported. Drs. J. H. Tilden, O. Davis, Reuben, Cooke, and Simon Potter were appointed a committee to report on the constitution, etc., at the next annual meeting.

On motion of Dr. O. Davis:

Resolved, That a committee of five be appointed to prepare an address for the next convention. Drs. C. Newton, Sites, Potter, Joseph R. Buchanan were appointed as such committee.

The convention adjourned to meet at Philadelphia on the Tuesday in May, 1853, at 2 P. M.

THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

FOURTH ANNUAL MEETING.

The National Eclectic Medical Association convened, pursuant to adjournment, at the hall of the Eclectic Medical College of Pennsylvania, Philadelphia, on Tuesday, May 10, 1853, at 2 o'clock, P. M.; the president, Prof. Calvin Newton, M. D., of Worcester, Mass., in the chair. Prof. Levi Reuben, M. D., of Syracuse, N. Y., was chosen secretary *pro tempore*.

The president addressed the members in reference to the new sources of encouragement opened the past year.

The secretary read the report of the committee made to the association, and adopted by it at its last annual meeting, at Rochester, N. Y.

The report being read, several physicians came forward and were created members of the association.

The following officers were chosen for the ensuing year, namely :

President — John Simms, M. D., of Wilmington, Del.

Vice-Presidents — G. W. Morrow, M. D., of New Castle, Tenn.; J. Thorn, M. D., Ohio.

Recording Secretary — Levi Reuben, M. D., of Syracuse, N. Y.

Corresponding Secretaries — Calvin Newton, M. D., of Worcester, Mass.; J. V. Wilson, M. D., of Norwich, Conn.

Treasurer — Thomas Cooke, M. D., of Philadelphia, Penn.

Prof. C. Newton then made several remarks on the importance of publications on the various branches of medicine, and stated that he had commenced a work on thoracic diseases.

Drs. Burnham, Sites and Newton were appointed a committee to arrange the business of the session.

The committee to prepare an address, to be presented to the association at the present session, reported through their chairman, Dr. Calvin Newton.

Resolved, That the report be accepted, and the address be recorded as containing the sentiments of this body.

ADDRESS TO THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

GENTLEMEN. — In an "Address to Medical Eclectics throughout the United States," as published in the "Transactions of the National Eclectic Medical Association, at its third annual meeting, held at Rochester, N. Y., May 11, 1852," a committee of this association speaks of it as having been "formed, a few years since, for the purpose of more rapidly extending the principles of medical reform, and promoting the knowledge and dissemination of all improvements in medical science." They also say that "at no time, since the formation of this association, have its prospects for possessing the means of scattering broadcast the seed of medical truth been so cheering as at present."

In addressing you at this time we refer, with pleasure, to the objects

of this association, as thus presented, and to the cheering expectations of future usefulness entertained in its behalf. We approve that platform of principles which was, last year, distinctly recognized, and we have now only to urge you to avail yourselves of the opportunities afforded by the high vantage-ground which you have reached, so as to go forward and dispossess the enemies of medical truth.

Already many in the ranks of the old allopathy are finding that they are not, themselves, the repositories of all medical knowledge. Nay, members among them are now trembling for the fate of "the ark" of their adoration. They are beginning to see among us "giants, the sons of Anak," before whom they are, "in their own sight, as grasshoppers." And well may they fear; for "truth is great, and will prevail."

On our part, however, there is something yet to be done in order to give to truth its greatest efficacy, and to carry on the warfare to its most speedy and complete victory. Abstract principles, however correct, will fail to exert their proper influence unless they are held up to public view, illustrated, and enforced by living and zealous adherents. The important question, then, is: "What can we do to speed the perfect triumph of medical eclecticism? What can each one of us do in his appropriate sphere?"

There are many ways in which we can labor, individually and collectively, with effect. The adage says, that "in union there is strength," but it is only by union *in the truth* that we can permanently succeed. Well, truth is our object; and for the promotion of this we may act harmoniously, whether laboring each in his separate capacity, or laboring together in organized bodies. No individual knows how much good he may accomplish, though retired and at work in his sphere apparently shut out from the rest of the world. Even then his efforts may be affecting the community at large, in a way that he does not suspect; but if not, he may be disciplining and qualifying himself to move hereafter in some wider sphere for which Providence may be designing him.

PROPOSED PLAN OF CONSTITUTING THE ASSOCIATION.

It is, however, to the influence of organizations that we are mainly to look for the rapid spread of our cause; and these organizations ought to be made more efficient than, in general, they are at the present time. This very body, the National Eclectic Medical Association, ought to be more systematically organized, and more efficient in developing the medical truth than it is. It needs a more elaborate and appropriate constitution, and it ought to be in a position to speak to the profession, in some sense, with authority. Strictly, indeed, it is and must be a mere advisory body. It would be inconsistent with our republican notions for it to be otherwise. But we involuntarily and necessarily respect talent; and such arrangements should be made as to assure the assembling together of men, the value and correctness of whose professional counsels shall not be questioned. This object might be secured, to a great degree, by constituting the association, in part, of delegates from State and other organizations,

and not leaving attendance here wholly to voluntary individual purpose.

STATE SOCIETIES AND THEIR AUXILIARIES.

State societies, too, ought to be more encouraged and fostered. It would seem to be incumbent on the leading men in the profession in every State, to use their influence not only to have State organizations formed, but to make them the means of developing new and important medical truths. In too many, perhaps in most instances where State societies at present exist, they are attended and regarded rather as annual jubilees — as seasons of united rejoicing — than as affording facilities for intellectual improvement. It is one thing socially to exult over the onward course of truth; it is quite another thing for every man to be ardently at work assisting to push truth forward. But, in State societies the energies of all should combine and should be made to bear, with the utmost weight, in favor of establishing and developing professional science.

Every State society, too, should have its auxiliaries — district societies — the members of which can meet quarterly, for the careful examination and familiar discussion of such important medical topics as cannot receive special attention from more extended societies. Such district societies should become numerous and general. The members of these should feel bound to prepare themselves thoroughly beforehand to render the discussions at the meetings profitable, and, in these discussions, to develop new and valuable truths.

In a word, one's own and others' professional improvement should be the object of each member. Drops of water, in sufficient numbers, create a flood, and so the influence of the eclectic friends throughout the country, if concentrated into one mighty current, may, in a little while, sweep old allopathy from the land, and submerge it forever in the depths of the sea. But we need not dwell longer on this topic.

ECCLECTIC MEDICAL COLLEGES.

There is one other important, perhaps the most important means of advancing our cause, which requires a moment's attention. We refer to the influence of our medical colleges throughout the country. We have reason for the exercise of gratitude to that superintending Providence which has thus far watched over and blessed the efforts of those who have labored directly to raise the standard of medical science in our ranks. Under God, much, very much, has already been accomplished; but equally much, or rather far more, remains to be done. We have now several colleges, established in different parts of the union, which are worthy of an undivided countenance and liberal support on the part of the friends. Just according to the reputation of these and such others as may hereafter come into existence, must be the character of our medical literature and science. If they take high and honorable ground in favor of medical education, our cause will command the respect of an intelligent community. If, on the other hand, they encourage but a low degree of professional attain-

ments, eclecticism will, as the consequence, lose its hold on the affections of the people, and degenerate, in its influence, till it become "a by-word, a hissing and a reproach among all" classes of society. Upon us, therefore, as professed eclectics, virtually devolves the responsibility of saying whether our cause shall prosper or not. Hercules once told the wagoner to put his shoulder to the wheel, and then, upon his calling upon divinity for aid, it might be expected that Providence would aid him. And so it is with us. If we would expect the continued smiles of Providence whose aid hitherto we gratefully acknowledge, we must work, as we are able, and we must work in the appropriate way. We must apply our strength for the removal of the load from the mire, and we must apply it to the wheel.

Now, it cannot for a moment be doubted (slightly to modify the figure introduced) that our medical colleges constitute the principal wheels for rolling on the car of scientific reform in medicine. To those, therefore, we must direct our special attention. Their character cannot be too elevated. The requirements of students to be candidates for graduation must be as high as obtain with the most sympathetic portion of the profession, or even higher. Those who will perform the province it is to teach in our schools must be men well-trained, not only in matters of medical practice, but of medical science, and even of general literature. Indeed, we ought to have men, in at least a portion of the professorships of our colleges, whose ambition it shall be to avail themselves of all the professional advantages afforded by this country, and by the countries of Europe.

But, if the professorships of our colleges are to be filled by the ablest of men, a fair pecuniary compensation must be connected with the services to be rendered. Unendowed, as essentially all our colleges are, we verily believe that the tuition of students — the chief means of income to the instructors — is generally placed at too moderate an amount. It ought, in no case, to be lowered, but, in many cases, should be made larger. At first view, it may seem that this recommendation bears hard on our students, especially as many of them have not largely been the recipients of "the rocks;" but on the other hand, it must be remembered, that, as in general, that which costs nothing, is valued at nothing; and that which costs little, is valued at little. By some trifling privations, or, at worst, by a struggling effort, any student, however indigent, can obtain the requisite education; and, when he has got it and paid for it, he will appreciate it. Then, too, will he apply it to practice, and, by it, will render himself a useful physician.

THREE YEARS OF MEDICAL STUDY NOT TOO MUCH.

In connection with this subject it is proper to speak particularly of the time necessary to be spent in acquiring a professional education. It is, by no means, enough that sufficient inducements be held out to secure competent men in the several professorships of our colleges. Not only must the teachings in the different courses of lectures be adequate, but students must be required to employ, in study, the time requisite to "mark, learn, and inwardly digest," what

belongs to a full course of medical instruction. As a rule, certainly, the requirement of three years to be employed in medical study, after a competent literary education is gained, is not too great; and we urge it as the duty of every member of the profession, personally, and in all proper ways, to discountenance such petty and such unchartered schools as endeavor to allure to themselves unsuspecting students, by holding out the inducement that graduation can be secured after a few weeks, or at most a few months employed in professional study. Such would-be-called colleges are a curse to eclecticism, and ought to be indignantly repudiated by every friend of our cause. Thank heaven that some such, which have sprung up among us the past year, have been eminently ephemeral in their existence, and are already numbered "among the things that were." Peace to their ghosts. Bodies to create *ashes* they never fully had. The best of them, at their best estate, were but *partially-formed monsters*; and, like an untimely birth, they deserve not even a death-knell, nor a funeral dirge from the living.

With these imperfect hints we commend to you a cause on which we verily believe hang the destinies of living multitudes and unborn millions. See that you are faithful to your trust. Ask not captiously, like the first fratricide in this, our fallen world: "Am I my brother's keeper?" But go severally to the discharge of your professional duties, relying on the goodness of your cause, and resolved not to die leaving humanity unblessed by your individual existences.

CALVIN NEWTON, M. D.,
Chairman.

The association took a recess till evening.

FIRST DAY — EVENING SESSION.

Resolved, That a committee be appointed on the subject of medical colleges, to report at an adjourned meeting of this body.

Doctors Burnham, Mead and Eby were appointed that committee.

Prof. J. Sites reported, verbally, on improvements made by Dr. Bethel in obstetrical instruments.

Prof. W. Burnham, in behalf of the committee on obsterics, also reported on the same subject, urging the necessity that eclectic physicians should furnish themselves generally with all useful obstetrical instruments. The reports by Doctors Burnham and Sites were accepted.

The association adjourned till half-past eight o'clock the next morning.

SECOND DAY — MORNING SESSION.

Resolved, That the committee appointed to revise the constitution, prepare a suitable exposition of the principles of eclecticism, and incorporate the same into the preamble or elsewhere in the constitution, which they shall report at the next annual meeting.

REPORTS FROM STANDING COMMITTEES.

The following reports were received :

Dr. Levi Reuben, on Hydro-therapeutics.

Dr. Henry Hallembaek, on Materia Medica and Therapeutics.

Dr. Calvin Newton, on Medical Literature — verbally. Also, on Comparative Merits of Different Methods of Practice — verbally.

He understood eclecticism to be proscriptive only in the way of rejecting such articles as are known to be positively injurious, together with such as are unimportant. We select remedies very much as we select food. None of us would take the poison of the rattlesnake nor innutritious materials as food. Why, then, should we gobble in every thing as medicine, or take poisonous or inert agents, instead of those known to be efficient and sanative ?

Also, on Physical Diagnosis — verbally.

Dr. Levi Reuben, from committee on physiology — on Fibrin.

Dr. Thomas Cooke, from the committee on Dr. Calvin Newton's contemplated work on Thoracic Diseases, favorably.

The committee on medical colleges made the following report, Dr. Hallembaek dissenting from the first resolution. It is as follows :

REPORT.

The committee to whom was referred the consideration of the subject of medical colleges, submit the following resolutions, as the sense of this association :

Resolved, That the attempt to sustain medical colleges, especially with unendowed professorships, without an adequate charge for tuition, is detrimental to the interests of medical education, and absurd, and can, therefore, never receive our approbation.

Resolved, That where well-conducted medical colleges exist, the attempt to establish rival schools in the vicinity is unequivocally deprecated.

Resolved, That no attempt should be made to establish unchartered medical schools without the strongest reasons ; and any offers, in any State, to graduate students by virtue of an organization in some other State, which organization itself has no legitimate charter, is an imposture, and can find no countenance with eclectics.

Resolved, That publicly-announced propositions to graduate medical students, without examination, and without the time usually required by medical colleges to be spent in professional study, are *prima facie* evidence that the authors of such propositions are practicing the grossest imposition, are encouraging quackery, and are unworthy of confidence.

Resolved, That it is the duty of eclectic practitioners to encourage their students to resort, for their professional education, to well-regulated and established eclectic colleges, as affording advantages superior to what can be gained at institutions of a different faith, and thereby qualifying them to be more successful practitioners.

All of which is respectfully submitted.

CALVIN NEWTON,
JOSEPH SITES,
LEVI REUBEN,

Committee.

The report was accepted and the resolutions adopted.

SECOND DAY — AFTERNOON SESSION.

Dr. Walter Burnham, from the committee on State and other eclectic associations, made the following

REPORT IN REGARD TO STATE AND DISTRICT SOCIETIES.

Your committee would recommend that State Eclectic societies be formed in all the States in the union, and that delegates be appointed from such to attend the National Eclectic Association in future years, thereby establishing a uniform action throughout the union in all matters of reform.

Your committee also recommend that in connection with State societies district societies be established, in which the advancement of the cause of eclectic medicine can be more facilitated, and that all such organizations be requested to elect delegates to the National Association.

APPOINTMENT OF ESSAYISTS.

The president announced essayists, and the subjects for essays, to be read at the next annual meeting, as follows :

Dr. E. S. McClellan, Inflammatory Diseases of the Uterus.

Dr. C. Newton, Phthisis ; its Pathology, Diagnosis, and Treatment.

Dr. L. Reuben, The Physiology of the Blood.

Dr. W. Burnham, Ovarian Disease.

Dr. J. Sites, The Treatment of Miscarriage.

Dr. G. W. Morrow, Morbus Coxarius.

Dr. S. I. W. Mintzer, Syphilitic Diseases.

Dr. Samuel M. Eby, Cancer.

After the transaction of further routine business the association adjourned to meet in the city of New York on the first Tuesday of June, 1855.

THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

FIFTH ANNUAL MEETING.

The National Eclectic Medical Association met, pursuant to adjournment, in the rooms of the Worcester Medical Institute, in the city of Worcester, Mass., on Tuesday, May 9, 1854, at 9 o'clock, A. M., the president, J. Simms, M. D., of Delaware, in the chair.

The death of Prof. Calvin Newton, of Worcester, Mass., was announced.

The following committee on nomination of officers for the ensuing year, was appointed, viz. :

Dr. John Simms, of Delaware; Dr. F. H. Kelley, of Massachusetts; Dr. J. V. Wilson, of Connecticut; Prof. G. W. Morrow, of Tennessee; Dr. J. M. Graves, of Rhode Island; Dr. D. Carley, of Vermont; Dr. C. Johns, of New York; Dr. R. O. Williams, of New Hampshire; Dr. N. Brooks, of Maine.

The usual committees were also appointed; also, the following, viz. :

On Resolutions in respect to the Memory of the late Prof. Calvin Newton — Dr. J. W. Johnson, Prof. W. Burnham, Dr. R. O. Williams, Dr. M. Brooks, Prof. G. W. Morgan.

The following officers were chosen for the ensuing year, viz. :

President — Prof. Walter Burnham, of Massachusetts.

Vice-Presidents — Cyrus Johns, M. D., of New York; Prof. M. Gabbert, of Tennessee.

Recording Secretary — Dr. R. O. Williams, of New Hampshire.

Corresponding Secretaries — Profs. G. W. Morrow, of Tennessee; J. W. Johnson, M. D., of Connecticut.

Treasurer — Nathaniel Brooks, M. D., of Maine.

FIRST DAY — AFTERNOON SESSION.

The association reconvened, pursuant to adjournment.

Reports were received from the several committees.

Resolved, That a committee of five be appointed to take into consideration and report, during the session, on the subject of medical institutions.

The following gentlemen were appointed on such committee: Prof. Levi Reuben, Dr. J. W. Johnson, Dr. J. Simms, Dr. G. N. Langdon, Dr. E. Miles.

The proceedings of the last session were then read by Dr. Fisk.

FIRST DAY — EVENING SESSION.

The association assembled at 7 o'clock, P. M. The recording secretary, Dr. Levi Reuben, being absent, Dr. J. W. Johnson was appointed secretary *pro tempore*.

On motion of Dr. J. W. Johnson, the Hon. Sullivan Fay, president of the Worcester Medical Institution, was admitted as an honorary member of this association. That gentleman responded in a brief and pertinent manner, wishing well for the association and for the cause.

APPOINTMENT OF COMMITTEES.

The following committees were appointed :

On Constitution — Drs. E. Burr, L. W. Jenness, E. Webster, G. N. Langdon, and J. M. Graves; directed to report at the present meeting.

On Essays and Dissertations — Drs. G. N. Langdon, J. Simms, and J. W. Johnson.

Prof. W. Burnham proceeded to deliver an address on Ovarian Disease.

SECOND DAY — MORNING SESSION.

The association assembled, pursuant to adjournment, May ten, at 9 o'clock, A. M.

The reading of the journal was dispensed with.

Dr. Williams, chairman of the committee on general resolutions, reported a series, which were adopted, as follows :

Whereas, The distinction and fundamental principles of the eclectic practice are not well understood by the community at large, and whereas differences of opinion exist among medical reformers, and inquiry is often made as to the true principles of their practice, therefore

1. *Resolved*, That while we, as a band of medical reformers, are disposed to indulge a consistent latitude of individual opinion, we, at the same time, are firmly attached to the principles of selecting every thing good for the cure of diseases from every available source, and rejecting every thing injurious to the human constitution, come from what quarter it may.

The second resolution was recommitted.

3. *Resolved*, That our motto be "Union is strength."

4. *Resolved*, That we entertain the kindest feelings toward all gentlemen engaged in the medical profession, and especially those whose sympathies, as reformers, are with us, and we cordially invite their co-operation in the advancement of the healing art.

5. *Resolved*, That we detest quackery in any of its forms, but we cheerfully encourage honest worth, talent and intelligence, and we cordially recommend a generous and liberal medical education in all its collateral branches.

The committee on essays and dissertations, for the next meeting of the association, made a report, which was unanimously adopted.

The committee on resolutions concerning the late Dr. C. Newton, reported a preamble and resolutions, which were read, and made the special order immediately after the delivery of the eulogy.

The committee on communications presented a communication from

Prof. Alva Curtis, of Cincinnati, in which he expressed regret from other pressing duties, he was unable to attend the meeting of this association.

EULOGY OF CALVIN NEWTON.

At a quarter before eleven o'clock the association took a fifteen minutes for the purpose of draping the hall in preparation for the eulogy on the late Prof. Calvin Newton. At the close of the time the meeting was again called to order, but during the larger concourse of people had assembled in Æsculapian Hall to the eulogy. Prof. Reuben, the orator, was listened to with great interest by all present.

At the close the following resolutions of the committee were proposed and adopted, as follows:

Whereas, By the dispensation of Providence, the late Prof. Calvin Newton, a most distinguished, estimable, and useful man, has been called to his final rest, therefore,

Resolved, That in his death a severe and irreparable loss has been sustained, by the cause in which he was engaged, by the institution which he was instrumental in founding, and over which he presided, and by this association, of which he was president.

Resolved, That while we deeply deplore his death, we tender our condolence to his family and friends, for the loss thus sustained.

A vote of thanks was also presented to Prof. Reuben for his services, and he was requested to furnish a copy for publication with the proceedings of the association.

The association then took a recess till 2 o'clock, P. M.

SECOND DAY — AFTERNOON SESSION.

Prof. Levi Reuben, from the committee on medical instruction, presented a report, which was adopted, as follows:

The committee on medical colleges beg leave to report that, in view of the necessity of a high standard of qualifications in practice of the eclectic system, in order successfully to meet the increasing demand arising in the community at large, and in order to place the system practically in the position to which its merits entitle it, therefore,

Resolved, That this association extend the hand of encouragement to those medical institutions in which are taught the principles of medical reform, as set forth in the resolutions and doings.

Resolved, That this association recommend to its members all engaged in the cause of medical reform, to lend their influence in favor of those reformed medical institutions which are provided with themselves with the proper means and facilities for affording instruction in the various departments.

Resolved, That we deprecate, under existing circumstances,

Further multiplication of medical colleges until those already in operation shall be abundantly sustained.

L. REUBEN,
Chairman.

The report of the committee on the time and place of the next annual meeting was taken up, amended and adopted, fixing the city of New York, and the first Tuesday of June, 1855, as the place and time for the next annual meeting.

MERCURY, ARSENIC, ANTIMONY, AND BLOOD-LETTING DENOUNCED.

The committee on general resolutions made a report on the resolutions recommitted to them, which was unanimously adopted, as follows:

Resolved, That our sympathies and mutual co-operation shall extend to all true and genuine medical reformers, regardless of name.

Resolved, That we have no sympathy or fellowship with that class of physicians whose leading remedies are the mercurials, arsenicals, antimonials, and general blood-letting, together with other means and methods equally destructive to life and health.

NEW CONSTITUTION.

The committee appointed to consider and report on the draft of a new, or a revision of the old constitution, reported a form which, with slight amendments, was adopted and ordered to be printed in a paper separate from the proceedings of this body, and distributed gratuitously among the members of the association and the friends of reform in general.

THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

SIXTH ANNUAL MEETING.

The National Eclectic Medical Association assembled in annual meeting at the Stuyvesant Institute, in New York, at 10 o'clock, A. M. on Tuesday, the fifth of June. The meeting was called to order by the president, Prof. W. Burnham.

The president then stated, that in order to become members it was necessary to sign the constitution and by-laws of the association and pay the annual dues. No vote was essential for membership; all physicians and other gentlemen of good standing, who were earnestly devoted to medical reform, were allowed admission. Accordingly the following gentlemen came forward, qualified themselves, and took their places as members:

Prof. Walter Burnham, Mass.; Dr. Wooster Beach, N. Y.; Dr. C. Johns, N. Y.; Dr. L. A. Van Moren, N. Y.; Dr. R. A. Eaton, Brooklyn, L. I.; Prof. Geo. W. Morrow, Tenn.; Dr. F. H. Kelley,

Mass.; Dr. E. Burr, Conn.; Dr. E. C. Chamberlain, Conn.; W. Johnson, Conn.; Dr. N. Babcock, Conn.; Dr. H. Brooklyn, L. I.; Dr. H. S. Firth, N. Y.; Dr. J. P. Hodgdon, Pa.; Dr. H. A. Archer, Conn.; Hamilton, Conn.; Dr. S. Wilcox, Vt.; Dr. P. Stotesbury, H. D. Sweet, N. Y.; Dr. E. J. Mattocks, N. Y.; Prof. I. M. N. Y.; Dr. S. W. Frisby, Brooklyn, L. I.; Dr. J. H. Johnson, N. Y.; Dr. M. E. Smith, Brooklyn, L. I.; Dr. B. J. Stow, Brooklyn, L. I.; Dr. Geo. F. Chase, Brooklyn, L. I.; Dr. H. Hollemback, Dr. J. H. Simma, Del.; Miss Carrie Richards, Conn.; Dr. H. N. Y.; Dr. Seldon Sprague, Conn.; Dr. E. R. Holmes, N. J.; Dr. D. Friend, N. Y.; Dr. B. Keith, N. Y.; Prof. Robert S. M. D., Cincinnati, Ohio.

The president then announced the next business in order of election of officers for the ensuing year. A committee, composed of one from each State represented in the association, to make nominations, was accordingly appointed, as follows: Dr. Kelley, of Dr. Morrow, of Tenn.; Dr. Wilcox, of Vt.; Dr. Mattocks, Dr. Stotesbury, of Ga.; Dr. Burr, of Conn.; and Dr. Crandall, of Pennsylvania.

It was voted that the State of New York have three members. The following gentlemen were appointed, viz.: Dr. Van Morn, of New York City, and Dr. M. E. Smith, of Brooklyn.

Dr. Wooster Beach addressed the association, presenting a retrospective view of the progress and success of medical science. He gave, also, an account of his travels abroad, his visit to European cities, hospitals, and other institutions for the cure of disease. He had paid a visit particularly to many hospitals and other institutions near Dusseldorf, on the Rhine, and the large establishment Priessnitz, at Gräfenburg. He found the latter in the full operation.

The committee on nominations presented their report, recommending the following as officers for the ensuing year, viz.:

President—Wooster Beach, M. D., of New York.

Vice-Presidents—Silas Wilcox, M. D., of Vermont, and W. Johnson, M. D., of Connecticut.

Recording Secretary—Cyrus Johns, M. D., of New York.

Corresponding Secretaries—H. M. Sweet, M. D., of New York City, F. H. Kelley, M. D., of Worcester, Massachusetts.

Treasurer—W. H. H. Crandall, M. D., of Pennsylvania.

The association proceeded to a ballot, which resulted in the election of all persons as nominated.

The president elect was then conducted to the chair by Dr. Doren and Burr, with hearty cheers.

The ex-president, Dr. Burnham, congratulated the members on the choice which they had made, and the prospects before them. He introduced the president elect as a gentleman of influence and experience, and spoke at length upon the healing art in general and upon the subject of medical reform in particular, in relation to its origin, progress, and present and future prospects. The

practice, he said, is American in its scope and origin; most of its remedies having been derived from the productions of the American continent, it may be truly called *American Eclecticism*.

President Beach then briefly addressed the convention, expressing his thanks for the honor conferred upon him, and his gratification at the promising position now occupied by the reformed school of medicine. The change in the practice of the regular practitioners was a striking indication of the progress made in public opinion on the great question of medical reform. The reform proposed, is to select together the best features of every system of practice, and discard whatever is found to be injurious in them. Eclecticism is, therefore, not sectarian, but universal, and should command the respect and co-operation of all who sought to promote the welfare of mankind.

A committee on business was appointed, consisting of Drs. Comings, N. Y.; Johnson and Burr, of Conn.; Sweet and Firth, of N. Y. The association took a recess till 3 o'clock, p. m.

FIRST DAY — AFTERNOON SESSION.

The association having again assembled at the time appointed, the president addressed the members present in relation to the general principles of medical reform.

COMMITTEES.

Dr. J. W. Johnson, from the committee on business, made a report recommending the appointment of committees on the various subjects of interest that might come before the association. These were, accordingly, appointed, as follows:

On Communications — Drs. Comings and Kelley.

Resolutions — Drs. Johnson, of Conn., Friend, and Hollembaek.

Finance — Drs. Burr, Sweet, and Frisby.

Publication — Drs. Reuben, Kelley, and Comings.

Medical Institutions — Drs. Burnham, Hollembaek, Archer, Johns, and Friend.

The State and Progress of Medical Reform — Drs. Van Doren, Burr, Burnham, Hollembaek, Stotesbury, Morrow, Crandall, Hudgins, Simms, Murphy, Comings, and Wilcox.

WHAT CONSTITUTES AN ECLECTIC.

The committee on resolutions presented the following preamble and resolution, which was adopted:

Whereas, In the opinion of this convention it is of vital importance to the cause and progress of medical reform that a spirit of harmony and a concert of action be encouraged, in order to the furtherance of the principles of medical practice; therefore,

Resolved, That we extend the right hand of fellowship to all who set their practice upon the following principles:

1. That in the administration of remedial agents employ only those the therapeutical action of which is physiological and not pathological.

2. That disease is not vital action, but that condition which disqualifies for the performance of its functions in this manner.

The convention took a recess till 7.45, P. M.

FIRST DAY — EVENING SESSION.

The association met at 7.45, P. M., the president, Dr. Beebe, in the chair.

STATUS OF ECLECTIC MEDICINE.

Dr. Burnham, a member of the committee on the state of progress of medical reform, made a verbal report for the State of Massachusetts.

Dr. Hollembaek, of New Jersey, followed with a report for New Jersey and Pennsylvania.

Dr. Stotesbury, from Georgia, made a cheering statement of the condition of the eclectic school in that State.

Dr. Simms, of Delaware, addressed the meeting, speaking of the benefits of the reform school of medicine, and of the advancement in the community.

COMMITTEES APPOINTED.

Dr. H. S. Firth moved the appointment of a committee to investigate the properties and uses of the so-called "concentrated remedies" of the new school. The following gentlemen were, accordingly, appointed, viz.: Drs. Friend, Firth, and Keith. On motion of Dr. Burnham the committee was increased to five, and Drs. J. C. Smith, of Connecticut, and Smith, of Brooklyn, were also appointed.

Prof. Reuben moved still to increase the committee, and that, with that of Dr. Stotesbury, were added.

The association then adjourned till 9 o'clock the next morning.

SECOND DAY — MORNING SESSION.

The association met according to adjournment. The president, Dr. Beebe, taking the chair, addressed the meeting, speaking particularly of the isolated principles or therapeutic preparations known under the name of "concentrated remedies." They ought to undergo a thorough and scientific investigation, in respect both to their constituents, mode of preparation, and therapeutic properties. On this point he spoke with great force, earnestness, and eloquence, and emphasized the importance and necessity of such investigation. First of all, it was indispensable that remedial agents should be reliable; and secondly, they should be brought into as small a compass as possible.

portable bulk, and the most elegant form for exhibition, without injury to their medical properties.

Dr. Kelley, chairman of the committee on communications, presented a communication which had been received from Dr. John S. Prettyman, of Milford, Delaware.

MEDICAL COLLEGES.

Prof. Walter Burnham, chairman of the committee on medical institutions, made a report, as follows:

REPORT ON MEDICAL INSTITUTIONS.

Your committee, to whom was referred the subject of medical institutions, beg leave to submit the following report:

That, in their opinion, the importance of a thorough system of medical education calls for decided action and earnest effort on the part of all friends of medical reform. The necessity of establishing and more effectually securing the public confidence, and of elevating the standard of medical science among reformers, is, no doubt, duly appreciated by all present. In view of these facts, the committee take the liberty to present their views more fully in the subjoined resolutions, which are offered for the consideration of this body:

Resolved, That this association adopt all laudable measures for the encouragement of those medical institutions in which are taught the true principles of reform exhibited in a sanative course of treatment for all diseases.

Resolved, That we recommend to all the friends of medical improvement to lend their aid and influence in favor of those institutions, and those only, which are based upon these principles, and such as *are well supplied with the means and facilities for a complete and thorough course of instruction* in all the departments of medical science.

Resolved, That in view of the great and increasing demand for physicians of the reformed school throughout the country, it is the duty of every practitioner to encourage students in medicine, and hold out inducements to well-educated young men to engage in the study of medicine.

Resolved, That we recommend to the trustees of the several medical colleges to admit to the general course of lectures such women as may desire to avail themselves of the advantages of a thorough medical education, or to provide such private instruction not connected with the regular course as may be deemed best adapted to secure this end.

MEDICAL EDUCATION OF WOMEN.

After presenting this report Prof. Burnham commented, at some length, upon the various points involved, particularly upon the importance of sustaining well conducted medical institutions, of giving them a high tone, and of rendering them attractive, and therefore useful in promoting the cause of medical reform. He spoke, also, on the question of admitting women as students to our medical

institutions. He was in favor of allowing them such privilege. A question of considerable importance arose as to the propriety of separating them from the male department while being instructed in some branches of the general course.

The president inquired whether he wished to be understood as confining them to the study and practice of midwifery and diseases of females in general.

Prof. Barnham replied, he did not see how they could be even to practice midwifery successfully without a thorough medical education. In order to prescribe safely and successfully for various diseases incident to women, they certainly ought to be thoroughly educated in pathology, materia medica, and therapeutics, as in anatomy, physiology, or even obstetrics. If they are educated to practice any department, their education, he thought, should be thorough in reference to all departments of medical science.

Dr. Burr, of Connecticut, said that the choice of a medical attendant depended very much on the preference of the nurses, who were generally consulted by ladies as to the physician to be employed in their lying-in. He could not deny that, if female accoucheurs became favorites with the ladies, his own practice, and that of his old-school friends, would be considerably affected; but if women were resolved to go ahead, and become regular physicians in their profession, in the *male line*, would have to submit; he could do nothing to remedy. Moreover, in his opinion, it would appear ungallant for a male physician to engage in the "rough and tumble" of competition with a *lady* for a competitor.

Dr. H. S. Firth opposed the resolution from the consideration that a declaration of this meeting in favor of the admission of women with men to the lectures in our medical institutions would injure the reputation of this association, and do no good to any one.

Dr. Kelley was of the same opinion, still he was desirous that women, in case they wished to practice medicine, should have a thorough medical education. He was opposed to their instructing them in the same classes with males.

Dr. J. H. Johnson, of New York, apprehended no difficulty in the profession from female physicians. Indeed, he strongly entertained the opinion that they were beneficial to the regular practitioners. He had had a good deal of practice among the ladies, and had found that *his patients, mostly, were strongly opposed to having females attend at their accouchement.* One, in particular, had stated that she suffered more in one hour in the hands of a woman than during the whole course of her labor with a regular physician. He was in favor of making M. D.'s of the ladies. He thought the best way to remove the prejudice of the young practitioners to marry them at once, and thus remove all opposition.

Dr. Reuben was astonished to find so much prejudice against women becoming physicians, but he was glad to find, from some of the ladies present, that a better opinion regarding them in other positions, was held by the gentlemen present. They were not ashamed to sit beside ladies at church, and did not wholly shun them in social

why should they fear to admit them to the lecture room? It had been remarked that this was a case of "bread and butter" with them. This was a significant admission. He was convinced that many women were well adapted for physicians, and should be admitted for students for general practice.

Dr. Burnham said, although women uninstructed were not to be trusted, yet, when those same women became educated and obtained experience, he found them both expert and efficient surgeons and midwives. He referred to a lady in his city (Lowell) who could perform any difficult operation in childbirth with great facility. In his instructions in his classes, he had never objected to ladies being present. His own "modesty," surely, had never been shocked, and he had never known a lady to leave the lecture-room on that account.

Dr. I. N. Comings said he had had the same prejudices against women studying in the classes with men, but with more experience he had changed his mind; he was strongly in favor of their admission, although he believed they might be taught separately with advantage. There were some women, he was sure, possessing more nerve than any physician present. Though a majority might fail, he thought that a similar remark might be made of men. Some men might become an ornament to their profession, in every particular; and some women, he presumed, might be found who would not dishonor it.

Dr. J. W. Johnson, of Connecticut, opposed the admission of ladies into the classes with men in our medical institutions. He was in favor of their separate education, and would vote for the resolution with that proviso.

A motion here made to lay the resolution on the table, was negatived by a large majority.

Dr. Hamilton expressed himself in favor of the resolution, and hoped it would be adopted as the sentiment of the association.

Dr. Kelley had serious objections to the resolution. It urged upon the corporations of colleges a course that they might deem impolitic. They would take the liberty to do what they might consider practical and useful, without regard to any such recommendation. He did not wish to impose upon them any seeming obligation to act contrary to their own convictions of duty or of interest in advancing the cause. He hoped, therefore, the resolution would not pass. He knew that it was the general sentiment of the meeting that women should be admitted to the lecture-room, but he thought it very impolitic to make this a matter of recommendation to colleges. He was confident that it would have not the least influence over the trustees and faculty of any respectable college in the country. Finally, after several endeavors, without success, to amend the fourth resolution, the whole were adopted by a vote of twenty-one to four.

REPORTS OF CASES.

On motion of Dr. Simms, of Delaware:

Resolved, That all physicians of the reform or eclectic school throughout the United States, be requested to keep a correct account

of all patients for whom they prescribe, stating the number cured, relieved, and deceased, during the year, with the name and a brief description of the disease, as well as all other matters of interest in forming a judgment in the case; and that they further be requested to make a report of the results, in person or by proxy, at the next annual meeting of this association.

OLD-SCHOOL WRITERS STEALING ECLECTIC THUNDER.

Next in the order of business the following resolutions were presented by Dr. Reuben, claiming for physicians of the reform school originality in procuring the active principles in a concentrated form, of most of the vegetable remedies now in use among the profession:

Resolved, That we, as reformers, in the discovery and isolation of the active principles of the vegetable productions of our country, which are daily being added to the list of remedial agents, and introduced into the general practice of medicine at the present day, may justly claim originality, and take to ourselves the credit of having done some service to mankind, while, at the same time, we hail with joy any new discovery or addition to our list.

Resolved, That the course pursued by some of the members of the "allopathic" school, and the editors of its journals, in endeavoring to secure the credit of many discoveries, especially in concentrated remedies, *which belongs not to them*, merits the severe censure of an enlightened and honorable community; that while we are disposed to give them full credit for all the good they ever do, or all the advances they ever make, we are unwilling to relinquish any that justly belong to ourselves.

To the foregoing Dr. Kelley offered the following, as an addition or amendment:

Resolved, That we recommend to the committee on concentrated remedies to inquire into the facts in the case, and insist on the credit due to reformers for the efforts they have made to improve the materia medica, and the good they have accomplished in having thoroughly analyzed various therapeutical agents, and discovered and introduced by far the greatest number of active principles from the vegetable kingdom now in use in our country.

The foregoing resolutions were discussed, the rights of reformers set forth, and their just claims insisted upon; and the resolutions were at length unanimously adopted.

Remarks were then made by Drs. Burnham, Johnson, Van Doren, Friend, and others, in relation to the general welfare and the condition and prosperity of the cause of medical reform.

The meeting then adjourned, without day.

NATIONAL ECLECTIC MEDICAL ASSOCIATION.

SEVENTH ANNUAL MEETING.

The National Eclectic Medical Association convened in New York, at the lecture-room of the Stuyvesant Institute, No. 659 Broadway, on Wednesday, June 14, 1856, at 10.30 o'clock, A. M.

In the absence of the president and vice-president, Dr. Van Buren, of Brooklyn, was unanimously elected president *pro tempore*.

The journal of the last convention was read by the president, and on motion of Dr. E. J. Mattocks, of Troy, N. Y., accepted.

Dr. D. E. Smith, of Brooklyn, called for the reading of the constitution and by-laws of the association.

The call being sustained by the convention they were read by the president.

Dr. H. A. Archer, of Connecticut, asked for the reading of the report of the resolutions constituting the "platform" upon which the association was organized.

Prof. Robert S. Newton, of Cincinnati, read the resolutions, which, together with the constitution and by-laws, were, on motion of Dr. Mattocks, of Troy, accepted and adopted by the association.

Dr. Frisbie, of Brooklyn, having been appointed treasurer *pro tempore*, the members proceeded to register their names and pay their annual dues.

The association then took a recess till 2.30 o'clock, P. M.

FIRST DAY — AFTERNOON SESSION.

The association convened at 2.30, P. M.

The secretary being absent, Dr. Coe was appointed secretary *pro tempore*.

The following officers were elected for the ensuing year, namely:

President — Samuel Tuthill, Poughkeepsie.

Vice-Presidents — R. S. Newton, Cincinnati; M. Van Buren, Brooklyn.

Recording Secretaries — Joseph D. Friend, New York; Grover Coe, New York.

Corresponding Secretaries — H. M. Sweet, New York; Z. Freeman, Cincinnati.

Treasurer — S. W. Frisbie, Brooklyn.

The president being absent, the first vice-president, Dr. Robert S. Newton, took the chair.

Committee on Communications — Drs. Freeman, Friend, Brown.

CONCENTRATED REMEDIES.

The order of the day was then taken up, which was the report of interesting cases, and the therapeutic action of concentrated remedies, and essays by Professors Newton and Freeman.

The association then adjourned till morning.

SECOND DAY — MORNING SESSION.

The association assembled at 9 A. M. ; R. S. Newton, first vice-president, in the chair.

STATUS OF ECLECTIC MEDICINE.

Dr. Archer, chairman of the committee on the state and progress of medical reform, made a verbal report, alluding to the cheering indications afforded by the prosperous condition of the various reformed schools, the favorable action of various legislatures, and the enlightened state of public opinion.

He regretted the existence of causes which impeded progress, among which he enumerated the neglect of eclectic physicians to attend the meetings of the National Association, and to maintain their State organizations. He directed the attention of the association to the importance of cultivating a friendly spirit, and the observance of a proper professional etiquette.

Drs. Van Buren and Coe, of the same committee, followed with a few remarks, giving a cheering account of the progress of medical reform in their different localities.

Dr. Freeman spoke cheerfully of the progress of medical reform in the west, and of the desire of the people to avail themselves of the benefits of progressive medical science.

Prof. Friend spoke of the benefits which might arise from a retrospect of the progress of medical reform, and of the interest which would attach to a history of its rise and progress in this country. He referred to the great change which had been effected in the laws which govern medical practice, and the enlightened state of public opinion in regard to the merits of the reformed practice.

Dr. Frisbie referred to the legislative enactments which had hitherto impeded the progress of medical reform, but which are now, happily, done away. He regretted the apathy manifested by eclectic physicians in not sustaining their local organizations.

Dr. Firth regretted the non-attendance of those who should manifest an interest in the welfare of our cause, and suggested the propriety of extending the hand of courtesy to all engaged in the improvement of the healing art.

Prof. Newton, of the committee on medical institutions, reported the various schools to be in a flourishing condition.

Dr. Friend, from the committee on eclectic medical publications, reported that there were now being published the Eclectic Medical Journal, of Cincinnati; the Journal of Medical Reform, of New York city; the Middle States Medical Reformer, of Millville, Pa.; the Southern Medical Reformer and Review, of Macon, Ga.; and the Worcester Journal of Medicine, of Worcester, Mass.; all of which were in a flourishing condition.

ESSAYISTS.

The committee appointed to select ten members of the association to read essays at the next annual meeting of the association, reported the following, which were received and adopted :

On Physiology, Temperaments, etc. — W. Byrd Powell, Kentucky.
Chemistry, Pharmacy and Mode of Preparation of Concentrated Medicines — Adolph Behr, New York.

Ancient Medicine — I. N. Comings, New York.

Theory and Practice of Medicine — R. S. Newton, Ohio.

Obstetrics, etc. — H. M. Sweet, New York.

Surgery and Improvements in Surgical Practice and Statistics — Z. Freeman, Ohio.

Anatomy and Pathology — H. M. Sweet, New York.

Medical Progress and Comparative Statistics — G. Coe, New York.

Eclectic and other Reformed Medical Colleges, Literature, Number of Physicians, Comparative Success and Popularity in the United States — L. E. Jones, Ohio.

The next annual meeting of the association was appointed to be held in Cincinnati, on the third Wednesday in June, 1857.

The association then adjourned.

NATIONAL ECLECTIC MEDICAL ASSOCIATION.

EIGHTH ANNUAL MEETING.

The National Eclectic Medical Association assembled, pursuant to adjournment, at the hall of the Eclectic Medical Institute, in Cincinnati, June 17, 1857, at 3.30 o'clock, P. M.

In the absence of the president the chair was taken by the first vice-president, Prof. R. S. Newton.

The journal of the last meeting of the association was read, approved and adopted.

The following officers were chosen for the ensuing year:

President — Robert S. Newton, M. D.

Vice-Presidents — John Kost, J. M. Hollembaek.

Recording Secretaries — Grover Coe, J. M. Scudder.

Corresponding Secretaries — L. E. Jones, I. N. Comings.

Treasurer — Z. Freeman.

The association then adjourned till 9.30 o'clock the next morning.

SECOND DAY — MORNING SESSION.

The president elect, Prof. R. S. Newton, thanked the association for the honor conferred in choosing him for its presiding officer for the ensuing year. He commented upon the apathy manifested by eclectics in not sustaining their organizations. He gave an abstract of the action of different legislatures in behalf of reformed medical science. These indications of legislative protection he considered as most encouraging to eclectics. He pledged himself to devote his time and energies to the interests of the association. He would cheerfully co-operate with the profession in advancing the interests of

the common cause, and even alone and unaided, he yet would devote himself to the promulgation of the faith to which he was indissolubly wedded. In conclusion, he reiterated his determination to lend all the aid in his power to advance and protect the interests of the association.

Several papers were read and accepted for publication.

The association took a recess till 2.30 o'clock P. M.

SECOND DAY — AFTERNOON SESSION.

ESSAYS.

Prof. Freeman read a paper upon surgery, and improvements in surgical practice.

A paper upon theory and practice of medicine was next read by Prof. Newton.

Both papers were accepted and ordered to be published.

RESOLUTIONS.

The following resolutions were then offered by Prof. Newton, and unanimously adopted by the association:

Resolved, That the secretary of this association prepare the proceedings of this convention for publication.

Resolved, That a committee of three be appointed to revise the constitution and by-laws of the association, and report at the next convention.

Resolved, That Dr. Grover Coe, of New York, be requested to prepare a work upon the merits of the eclectic system of medical practice as contrasted with the old-school system of medicine, for the use of the eclectic profession and reformers generally. It is desirable that the work be as concise as possible, and contain as much statistical matter as can be included in a work of the kind.

Resolved, That all eclectic physicians be requested to forward to the various committees of this association, on their different branches respectively, all information that will be interesting.

Resolved, That all eclectic physicians be requested to furnish the committee on statistics, at the next annual meeting of this association, the statistics of their practice for the last year.

Resolved, That the eclectic physicians, throughout the United States, be requested to form county and State societies in furtherance of a more complete medical organization.

Resolved, That all and every reformed practitioner in the country be requested to attend the next annual meeting of this association.

After the transaction of other routine business the convention adjourned.

[This was the last meeting held till the convention at Chicago, in September, 1870, when the National Eclectic Medical Association, in its present form, and with a new membership, was organized.
A. W.]

MEMBERS OF THE NATIONAL ECLECTIC MEDICAL ASSOCIATION.

Those marked with an asterisk (*), deceased ; those with a dagger (†), removed. All not correctly enrolled should lose no time in writing to the secretary. President and former presidents in small capitals.

Names.	Address.	When admitted.
Alden, Loyal W	Auburn, N. Y	1870
Alden, Henry J	Harlem, Ill	1870
*Antlee, F. B . . . . .	. . . . .	1870
Archer, Charles H	223 E. 26th st., New York city,	1871
Archer, Hannah E	223 E. 26th st., New York city,	1871
Allen, Paul W	1323 Fourth avenue, New York,	1871
Anton, James	Lebanon, Ohio	1872
Abbett, C. H	Indianapolis, Ind	1872
Allen, E. A	Randolph, Mass	1872
Anton, Rebecca V	Lebanon, Ohio	1873
Adams, William L	Hazardville, Conn	1874
Burridge, John S	Erie, Ill	1870
Baker, V. A	Adrian, Mich	1870
Beach, R. A	Hudson, Mich	1870
Bayne, W. E	Macomb, Ill	1870
Bowers, J. Milton	California	1870
Beucking, Henry	Quincy, Ill	1870
Buxton, H. W	Worcester, Mass	1871
Brigham, H. H	Fitchburg, Mass	1871
Baker, F. C	Cicero, N. Y	1871
Baker, H. L	Blissfield, Mich	1871
Bishop, M. E	New Russia, Essex Co., N. Y	1871
Borden, L. H	Paterson, N. J	1871
Barker, William	Brooklyn, N. Y	1871
Bennett, R. F	Litchfield, Ill	1871
*Burton, R. J	Albany, N. Y	1871
Brooks, A. D	Irving, N. Y	1871
Brown, A. P	West Charleston, Vt	1871
Brown, A. R.	Albion, Mich	1871
Bagley, George K	Chelsea, Vt	1871
Brigham, Sarah C	Fitchburg, Mass	1871
Brown, Electa A., Mrs	Chelsea, Mass	1871
Boskowitz, Hermann	137 Duffield st., Brooklyn, N. Y.,	1871
Brewer, F. B	Fairbury, Ill	1872
Borland, J. R	Franklin, Pa	1873
Branstrup, W. T	Stirling, Ill	1873
Brown, Isaac N	Circleville, O	1873
†Bedford, James	Thompsonville, Wis	1873
BURSHAM, WALTER	Lowell, Mass	1874
Bliss, E. F	511 State st., Chicago, Ill	1874

Names.	Address.	When admitted.
Batchelder, T. J.	Surry, Maine	1874
† Bishop, I. M.		
Bishop, J. M.	Bristol, N. H.	1873
† Backus, B. P.		1874
Buckman, E. D.	1030 Sp'ng Garden st., Phil., Pa.	1876
Blackman, E.	White Pigeon, Mich.	1876
Borden, D. P.	415 Main st., Paterson, N. J. ...	1876
Clark, Samuel.	San Jose, Cal.	1870
Chavett, Franklin.	Englewood, Ill.	1870
Clark, Anson L.	511 State st., Chicago, Ill.	1870
Caldwell, T. A.	Manchester, Ill.	1870
Cowdrey, James L.	Lafayette, Ind.	1870
Covington, W.	Pleasantville, Iowa.	1870
Clark, C. C.	Middletown, Conn.	1870
Chapman, B. F.	345 Cumbl'd st., Brooklyn, N. Y.,	1871
Carpenter, G. W.	Forestville, N. Y.	1871
Crandall, R. P.	Greene, N. Y.	1871
Church, William B.	Marshall, Mich.	1872
Cory, A. L.	c. State & 12th sts., Chicago, Ill.,	1872
Conklin, A.	Manchester, Mich.	1872
Crethers, J. H.	Columbus, Ohio.	1873
Cooper, George.	246 Duffield st., Brooklyn, N. Y.,	1873
Cahill, H. H.	20 Washington place, N. Y. ...	1873
Chase, D. A.	Athol, Mass.	1874
Chase, A. L.	Randolph, Mass.	1874
Crowell, W. E.	1 Bainbridge st., Br'klyn, N. Y.,	1874
Crispell, E. P.	San Jose, Ill.	1875
Dass, C. H.	Manchester, Ill.	1870
Denman, J. B.	Charleston, Ill.	1870
DUNCAN, J. R.	Crawfordsville, Ind.	1871
Dye, John H.	Dunkirk, N. Y.	1871
Dickens, J. F.	Newport, Mass.	1871
*Dutton, George.		1871
Davison, E. S.	Hartford, Conn.	1871
*Daniels, B. J.		
Daniels, A. L.	Plainville, Mich.	1872
Day, Isaac H.	Point Isabel, Ohio.	1873
Dickens, J. B. M.	Cambridgeport, Mass.	1874
Dice, L. R.	Dawn, Ill.	1875
Doyle, John.	Elmer, Ill.	1875
Dale, George.	Chicago, Ill.	1875
Davis, W. Hope.	Springfield, Ill.	1875
Elliot, A. F.	Minneapolis, Minn.	1870
Earl, R. M.	Columbus, Kansas.	1872
Edwards, O. F.	New Lebanon, O.	1873
Evarts, George S.	Box 155, Auburn, N. Y.	1873

Names.	Address.	When admitted.
Firth, Horatio E.....	453 Bedford ave., B'klyn, N. Y.,	1870
†Fisk, H. I.....	New London, Conn.....	1870
Flory, William.....	South Bend, Ind.....	1870
Ford, L. D.....	Bronson, Mich.....	1870
Frazer, L.....	Perrysville, Ind.....	1870
Firth, H. S.....	Williamsburgh, N. Y.....	1871
Freeman, Edwin.....	Cor. 8th & John sts, Cin., Ohio,	1871
Fishblatt, Edward.....	Syracuse, N. Y.....	1871
Fraser, Thomas R.....	Halifax, Nova Scotia.....	1871
Freeman, Zoheth.....	280 W. 6th st., Cincinnati, Ohio,	1872
Fenner, M. M.....	Fredonia, N. Y.....	1871
†Finch, A. S.....	.....	1872
Field, Geo. H.....	St. Louis, Mo.....	1873
Foot, E. B.....	120 Lexington ave., New York,	1873
Gunn, R. A.....	East 23d st., near 4th ave., N.Y.,	1870
Garrison, H. D.....	511 State st., Chicago, Ill.....	1870
Geddes, R. W.....	Winchenden, Mass.....	1871
Gridley, F. D.....	Whitney's Point, N. Y.....	1871
Gile, E. C.....	Cambridge, Minn.....	1870
Goodspeed, Miss Helen A....	Worcester, Mass.....	1871
Gregory, O. S.....	183 East 71st st., New York,...	1871
Goodale, J. R.....	Pawtucket, R. I.....	1871
Greve, T. L. A.....	Cor. John & 6th sts., Cin., Ohio,	1872
Gard, B.....	Fort Wayne, Ind.....	1872
Griffith, T. E.....	Oak Hill, Ohio.....	1873
Gerald, Francis L.....	Hyde Park, Mass.....	1873
Granger, Thomas A.....	243 West 19th st., New York..	1873
Green, Milbery.....	2389 Wash. st., Boston, Mass..	1874
Hayden, W. R.....	437 Fourth avenue, New York,	1870
Holmes, H. I.....	Homer, Mich.....	1870
Hamilton, J. W.....	Cold Springs, Wis.....	1870
Harding, J. M.....	Oil City, Pa.....	1879
Huston, Wm. M.....	Blandensville, Ill.....	1870
Hathaway, R. W.....	19 Aberdeen st., Chicago, Ill...	1870
+Hall, R. R.....	.....	1870
Hall, John A.....	Danville, Ill.....	1870
Hayden, Maria B.....	437 Fourth ave., New York,...	1870
Hodgkins, W. B.....	Rocky Hill, Conn.....	1870
Hulbert, Joel E.....	Livonia, N. Y.....	1871
Haring, Maria B.....	10 Cross st., Newark, N. J....	1871
Howe, A. Jackson.....	Cor. Fourth & Main sts., Cin., O.,	1872
+Huntton, Jas. W.....	.....	1873
Holmes, Geo. W.....	Hope, Ohio.....	1873
Hernance, M.....	503 Fulton st., Brooklyn, N. Y.,	1873
Houser, W. W.....	Lincon, Ill.....	1875
Hall, S. C.....	New Haven, Ind.....	1875
Hyde, G. M.....	Clinton, Ill.....	1874
Hildreth, H. A.....	Lisbon, N. H.....	1876

Names.	Address.	When admitted.
Heron, C. S.	1421 5th st., N.W. Wash., D. C.,	187
Hitchman, Wm., hon'ry memb.	29 Erskine st., Liverpool, Eng.,	187
INGALLS, Wm. M.	Amelia, Ohio	187
*JOHNSON, JOHN W.	Hartford, Conn.	187
Jones, Wm.	Newburgh, N. Y.	187
Jay, Milton.	513 State st., Chicago, Ill.	187
Jewell, O. H.	New London, Conn.	187
Johnson, Wm. S.	Milton, Vt.	187
*Johnson, John H.	New York.	187
Jillson, Harvey D.	Fitchburg, Mass.	187
Jackson, Joseph.	106 Court st., Boston, Mass.	187
Johnson, C. C.	Gowanda, N. Y.	187
Jewett, Nathaniel.	Ashburnham, Mass.	187
Jacobson, A. E.	212 S. 4th st., E. D. B'klyn, N.Y.,	187
Jackson, J. W. C.	2 St. James' ave., Boston, Mass.,	187
Kirkpatrick, George.	La Harpe, Ill.	187
Kendrick, W. H.	Indianapolis, Ind.	187
Kenny, Moses B.	Lawrence, Mass.	187
Kelly, Peter.	Oran, N. Y.	187
Knnze, Richard E.	606 Third ave., New York.	187
King, John.	138 9th st., Cincinnati, Ohio.	187
King, Ira S.	Sturgis, Mich.	187
Kirkpatrick, James L.	Hamilton, Ohio.	187
Knowles, J. S.	Vandalia, Ill.	187
Lewis, J. B.	Boston, Kansas.	187
Long, Henry.	42 E. Ohio st., Indianapolis, O.,	187
Luddington, L. S.	New Britain, Conn.	187
Loomis, Ezra.	Homer, N. Y.	187
Linguist, M. F.	New Haven, Conn.	187
Locke, J. F.	Newport, Ky.	187
Long, C. P.	Murrayville, Ill.	187
*Moe, Hiram. ....	.....	187
†Morgan, D. H. ....	.....	187
Munn, S. B.	Waterbury, Conn.	187
Morehouse, E. M.	Owatonna, Minn.	187
McKlveen, J. A.	Chariton, Iowa.	187
Miller, H. G.	La Crosse, Wis.	187
Miles, M. M.	Aurora, Ill.	187
Mallery, W. A.	Hamlet, Ill.	187
Mathews, H. S.	Brownsville, Neb.	187
McMaster, H. S.	Dowagiac, Mich.	187
Miller, Margaret A.	58 Dey st., New York.	187
Martin, N. R.	Sacarappa, Maine.	187
McClearn, Matthew.	Boston, Mass.	187
MILES, C. EDWIN.	126 Warren st., Boston Highl'ds,	187

Names.	Address.	When admitted
Mills, Rufus K.....	Hartford, Conn.....	1871
Motter, T. S.....	Lafayette, Ind.....	1872
Markt, C.....	Hamilton, Ohio.....	1872
McKinney, M. B.....	Lawton, Mich.....	1872
McGavern, G. H.....	Missouri Valley, Iowa.....	1873
*Marmon, J. W.....	Mitchellville, Iowa.....	1873
McGavern, H. C.....	Van Wert, Ohio.....	1873
Mix, Mrs. J. B.....	Chicago, Ill.....	1871
Merker, George.....	Newark, N. J.....	1874
Merkel, G. H.....	322 Shawmut ave., B'ton, Mass.,	1874
*Miller, A. E.....	.....	1874
Musso, Geo. W.....	Lynn, Mass.....	1874
Munk, J. A.....	Chillicothe, Mo.....	1875
Merrell, Albert.....	2352 Chestnut st., St. Louis....	1875
McLane, J. M.	Dallas City, Ill.....	1875
Mortimer, S. E.....	511 3d ave., New York.....	1876
Newton, O. E.....	291 W. 7th st., Cincinnati, Ohio,	1870
Newton, R. S.....	137 W. 47th st., New York....	1870
Newton, H. G.....	354 Tremont st., Boston, Mass.,	1871
Newby, George.....	160 West 16th st., New York..	1871
*Nottingham, John C.....	———, Ohio.....	1873
Newton, R. S., Jr.....	137 West 47th st., New York..	1873
Olin, Henry.....	Chicago, Ohio.....	1871
O'Neale, L. P.....	Mechanicsburg, Pa.....	1876
Pickerill, George W.....	Indianapolis, Ind.....	1870
Potter, S. H.....	Hamilton, Ohio.....	1870
Price, V. Clarence	Waukegan, Ill.....	1870
*Preston, E. S.....	Rochester, N. Y.....	1871
Pease, Harmon.....	Schenectady, N. Y.....	1871
Parrish, J. W.....	Shelbyville, Ind.....	1871
*Potter, A.....	Springfield, Ohio.....	1871
Parsons, A. P.....	Forestville, N. Y.....	1871
Parker, Henry.....	Berea, Ohio.....	1872
Prunk, D. H.....	Indianapolis, Ind.....	1872
Powers, A. M.....	Rootstown, Ohio.....	1873
Pitzer, G. C.....	1218 Monroe st., St. Louis, Mo.,	1873
Perrins, John.....	670 Shawmut ave., B. H., Mass.,	1874
*Palmer, N.....	Brooklyn, N. Y.....	1874
Prentiss, M. M.....	Rushville, Ill.....	1875
Paine, C. W.....	1347 Ridge ave., Phila., Pa....	1876
Paine, W.....	232 North 9th st., Phila., Pa...	1876
Quick, S. T.....	Indianapolis, Ind.....	1872
Robinson, James R.....	New Haven, Conn.....	1870
*Reece, John H.....	———, Illinois.....	1870
Rosa, William.....	Wilton, Iowa.....	1870

Names.	Address.	When adm
Ridgway, J. F.....	Indianapolis, Ind.....	18
Rutledge, W. V.....	St. Louis, Mo.....	18
Ripley, W. K.....	———, Maine.....	18
STOW, BENJAMIN J.....	213 Nassau st., Brooklyn, N. Y.,	18
†Stevens, E. W.....	———, Wisconsin.....	18
Shaw, Edward M.....	Allen, Mich.....	18
†Snell, E.....		
Smith, William R.....	Cairo, Ill.....	18
Stratford, H. K.....	243 State st., Chicago, Ill.....	18
Smith, D. E.....	131 Ft. Green P'l, B'klyn, N. Y.,	18
*Stowe, John.....	Lawrence, Mass.....	18
*Stanton, L.....	Copenhagen, N. Y.....	18
Sturges, Daniel.....	South Bend, Ind.....	18
*Shattick, L. A.....		18
Sidney, A. W.....	Fitchburg, Mass.....	18
Shepardson, Noah.....	Kankakee, Ill.....	18
Springsteen, A. G.....	Moquaketa, Ill.....	18
Sherwood, A. C.....	Marshalltown, Iowa.....	18
Spray, J. C.....	255 W. Madison st., Chicago, Ill.,	18
Scudder, John M.....	228 Court st., Cincinnati, Ohio,	18
Springsteen, S. W.....	Cleveland, Ohio.....	18
SHOEMAKER, O. H. P.....	Avoca, Iowa.....	18
Stillman, A. G.....	Troy, N. Y.....	18
Stoddard, Luke F.....	Hillsboro, Ill.....	18
Sutton, Robert.....	La Harpe, Ill.....	18
Stanner, S. S.....	Manheim, Pa.....	18
Thompson, C. D.....	Oil City, Pa.....	18
Teegarden, M. R.....	Racine, Wis.....	18
*Tyrell, Pierce.....		18
Thompson, Alexander.....	Meadville, Pa.....	18
TUTHILL, SAMUEL.....	Poughkeepsie, N. Y.....	18
Thorp, T. C.....	Cor. Court & Plumb sts., Cin., O.,	18
Thomas, H.....	West Newton, Ohio.....	18
Thrailkill, John W.....	312 N. 6th st., St. Louis, Mo...	18
True, H. L.....	McConnelsville, Ohio.....	18
Taylor, Z. H.....	La Rose, Ill.....	18
Tuttle, W. L.....	Harlem, New York city.....	18
Taylor, H. W.....	Crawfordsville, Ind.....	18
Underwood, Helen E....	Chicago, Ill.....	18
Van DeWalker, James.....	Lafayette, Ind.....	18
Van Skellene, Thomas.....	298 Grand st., E. D. B'klyn, N. Y.,	18
Van Cise, E. T.....	Mount Pleasant, Iowa.....	18
Vernon, L. C.....	Circleville, Ohio.....	18
Wescott, A. B.....	Cr. Clark & M'dison sts., Chic. Ill.,	18
Woodmansee, M. C.....	Mosherville, Mich.....	18

Name.	Address.	When admitted.
•Wehr, S. F.....	.....	1870
Witham, C. E.....	Wilton, Iowa.....	1870
Winans, R.....	Benton Harbor, Mich.....	1870
Washburn, L. C.....	Jerseyville, Ill.....	1870
Woblgemuth, Henry.....	Springfield, Ill.....	1870
Waters, Z.....	Bloomington, Ill.....	1870
Wiltze, Alexander.....	Strawberry Point, Iowa.....	1870
Williams, David.....	Bristol, Ill.....	1870
Wood, Alfred A.....	Jefferson, N. Y.....	1870
Whitford, H. K.....	511 State st., Chicago, Ill.....	1870
Whitford, Susan K.....	Elgin, Ill.....	1870
Wood, Peter J.....	Meriden, Ill.....	1870
Wilder, Alexander.....	New York.....	1870
Willcocks, David.....	650 4th ave., Brooklyn, N. Y..	1871
West, Henry D.....	Southbridge, Mass.....	1871
Wood, Almon.....	Durhamville, N. Y.....	1871
Webb, J. W.....	San Francisco, Cal.....	1872
Watts, J. S.....	Richmond, Ind.....	1873
Wagstaff, William H.....	North Lewisburg, Ohio.....	1873
+Watson, W. W.....	.....	1874
Woodward, A. B.....	Tunkhannock, Pa.....	1874
Warren, B. S.....	Concord, N. H.....	1874
Wares, A.....	Haverhill, Mass.....	1874
Wright, W. R.....	Bath, Maine.....	1874
Webster, E. C.....	Marion, Ind.....	1875
Warner, R. Elton.....	10 9th st., Pittsburg, Pa.....	1876
Yount, J. M.....	Indianapolis, Ind.....	1870
Young, H. N.....	Chicago.....	1870
Yost, P. D.....	St. Louis.....	1873
York, Samuel.....	Lewiston, Maine.....	1874
Young, John D.....	Lawrence, Mass.....	1874

National Eclectic Medical Association

ANNUAL MEETING FOR 1877.

The executive committee of the National Eclectic Medical Association, after due consultation, have decided to fix the place of the annual meeting as before ordered, at Pittsburg, Penn. and to change the time of meeting from the 6th to Wednesday, the 13th day of June, 1877, beginning at 10 o'clock in the morning session, as usual, will be held three days.

COMMITTEE OF ARRANGEMENTS.

The following persons have been designated to make arrangements for the annual meeting, namely: R. E. Warner, of Pittsburg; J. R. Borland, M. D., of Franklin, Penn.; and A. Anton, M. D., of Lebanon, Ohio.

The head-quarters of the association will be at the seventh hotel. Rates for persons attending the meeting two dollars and fifty cents per day. Letters of inquiry should be addressed to Warner, M. D., No. 10 Ninth street, Pittsburg, Pa.

The Pennsylvania Eclectic Medical Society has also designated a local committee to procure a hall, and other conveniences.

APPOINTMENTS FOR 1877.

The following appointments have been duly made for the annual meeting of the National Eclectic Medical Association, namely:

To deliver the Public Address — Prof. A. J. Howe, M. D., Cincinnati, Ohio.

FOR SPECIAL REPORTS.

On Medical Jurisprudence — Prof. Robert S. Newton, M. D., New York city.

Toxicology — Prof. H. D. Garrison, M. D., Chicago, Ill.

Sanitary Laws — Prof. George C. Pitzer, M. D., St. Louis.

Antiseptic Surgery — Prof. S. H. Potter, M. D., Hamilton.

SUBJECTS FOR DISCOURSE.

The following subjects are also proposed for volunteer essays for discussion at the annual meeting, namely:

Sanitary legislation, especially in relation to contagious diseases; and legislation in regard to the practice of medicine and surgery.

Constitutional Committees — to report at the annual meeting of 1877.

"There shall also be a committee of three on each of the following branches of medical science, namely: Theory and practice of medicine, surgery, obstetrics, gynecology, materia medica, medical botany and pharmacy, physiology, chemistry, ophthalmic and aural surgery, diseases of the rectum and anus, and medical statistics. These committees shall be appointed by the president of the association, and shall receive from the members of this association, and from all friends of medical reform, all interesting cases, discoveries, correspondence and suggestions, in the respective branches, as well as all other useful matter in relation to medical reform, and shall, annually, report the same to the association." Constitution, Article IV.

In accordance with the foregoing article, the following committees have been duly appointed, namely:

Theory and Practice of Medicine — J. R. Buchanan, M. D., Ind.; Henry Parker, M. D., Ohio; E. Blackman, M. D., Michigan.

Surgical Diseases — B. J. Stow, M. D., Brooklyn, New York; Edwin Freeman, M. D., Cincinnati, Ohio; G. W. Lattos, M. D., Lincoln, Nebraska.

Operative Surgery — Milton Jay, M. D., Chicago, Ill.; J. L. Cowdrey, M. D., Lafayette, Ind.; S. E. Mortimore, M. D., New York city.

Obstetrics — James Bedford, M. D.; J. C. Hulbert, M. D., Livonia, N. Y.; John King, M. D., Cincinnati, Ohio.

Gynecology — Walter Burnham, M. D., Lowell, Mass.; P. D. Yost, M. D., St. Louis, Mo.; H. W. Taylor, M. D., Crawfordsville, Ind.

Materia Medica — R. E. Kunze, New York city; J. F. Locke, M. D., Newport, Ky.; J. M. Bishop, M. D., Bristol, N. H.

Medical Botany and Pharmacy — W. M. Ingalls, M. D., Amelia, H. E. Firth, M. D., Brooklyn, N. Y.; Samuel Clark, M. D., San Jose, Cal.

Physiology — V. A. Baker, M. D., Adrian, Mich.; A. B. Woodruff, M. D., Tunkhannock, Penn.; T. J. Bachelder, M. D., Surry, Maine.

Chemistry — R. W. Geddes, M. D., Winchendon, Mass.; J. R. Burland, M. D., Franklin, Penn.; Albert Merrill, M. D., St. Louis, Mo.

Ophthalmic and Aural Surgery — Alex. Thompson, M. D., Penn.; Zibeth Freeman, M. D., Ohio; John W. Thrailkill, M. D., Mo.

Diseases of Rectum and Anus — Geo. H. Field, M. D., St. Louis, Mo.; H. K. Whitford, M. D., Chicago, Ill.; N. R. Martin, M. D., Sacarappa, Me.

New Remedies — J. A. Munk, M. D., Chillicothe, Mo.; Edward M. Shaw, M. D., Allen, Mich.; D. E. Smith, M. D., Brooklyn, N. Y.

Diseases of Women — W. K. Ripley, M. D., Me.; Mrs. Hannah E. Archer, M. D., New York city; Thos. R. Fraser, M. D., Halifax, Nova Scotia.

Diseases of Children — Paul W. Allen, M. D., New York city;

Mrs. Rebecca V. Anton, M. D., Lebanon, Ohio; Mrs. Maria B. Hayden, M. D., New York city.

Action of Medicine in the System — S. B. Munn, M. D., Waterbury, Conn.; A. R. Brown, M. D., Albion, Mich.; H. Boskowitz, M. D., Brooklyn, N. Y.

Cutaneous Diseases — J. B. Lewis, M. D., Kansas; J. R. Goodale, M. D., Pawtucket, R. I.; J. A. McKlveen, M. D., Chariton, Iowa.

Diseases of the Respiratory Organs — C. E. Miles, M. D.; L. H. Borden, M. D.; W. Hope, Davis, M. D.

Medical Statistics — Alexander Wilder, M. D.; A. L. Clark, M. D.; John M. Scudder, M. D.

Dr. Morrison, of the medical board of examiners for the Province of Ontario, is expected to be present and to address the association.

At the annual meeting of the National Eclectic Medical Association, held at the city of Indianapolis, Indiana, September, 1872, the following resolution was likewise adopted:

Resolved, That the design of the appointment of committees to report on medical and surgical subjects be understood by this association as not excluding any member from writing papers; but that it is in accordance with the spirit and purpose of the association that each member should present a paper on any subject which he thinks may be useful to the profession.

Volunteer papers and other communications pertinent to the purpose and occasion, are accordingly respectfully invited.

NATIONAL BUREAU OF CORRESPONDENCE.

At the annual meeting of the association, held at the city of Washington, D. C., in June, 1876, the following resolution was adopted:

Resolved, That a national bureau of correspondence be appointed by the president of this association, consisting of at least one member from each State society, and one from each of the other States friendly to the purpose of this resolution, to continue in existence one year, and till another similar bureau shall in like manner be appointed, to prepare and circulate memorials, and cause them to be presented to Congress for legislative proceeding, that in the federal government, whether in the army, navy, pension bureau, or elsewhere, each *school of medicine shall receive equal favor*, and that they shall be awarded a just and equable proportion of representation in all boards of administration, examination and analagous position, *without being exposed to proscription or rejection on any pretext based on any so-called code of ethics*.

In pursuance of such resolution the following persons have been appointed members of such bureau, namely:

Prof. Robert S. Newton, M. D., 137 West 47th street, New York city; H. S. McMaster, M. D., Dowagiac, Mich.; Milbrey Green, M. D., 1399 Washington street, Boston Highlands, Mass.; W. B. Wright, M. D., Bath, Me.; Geo. F. Merker, M. D., Newark, N. J.; E. H. Carter, M. D., Iowa; Geo. H. Field, M. D., St. Louis, Mo.; W. W. Houser, M. D., Lincoln, Ill.; James Anton, M. D., Lebanon, Ohio;

L. Frazee, M. D., Perrysville, Ind.; Ira Van Camp, M. D., Neb.; R. W. Earl, M. D., Columbus, Kansas; I. G. M. Goss, M. D., Marietta, Ga.; J. F. Locke, M. D., Newport, Ky.; M. F. Linnquist, M. D., New Haven, Conn.; E. D. Buckman, M. D., 1030 Spring Garden street, Philadelphia; Samuel Clark, M. D., San Jose, Cal.; James Bedford, M. D., Thompsonville, Wis.; Geo. Dutton, M. D., Randolph, Vt.; J. R. Goodale, M. D., Pawtucket, R. I.; H. A. Hildreth, M. D., Lisbon, N. H.; Chas. S. Herron, M. D., 1421 Fifth street, N. W., Washington, D. C.; Thomas R. Fraser, M. D.; Halifax, Nova Scotia.

CONSTITUTION AND BY-LAWS.

At the annual meeting held in Washington, D. C., in June, 1876, the president was also authorized to appoint a committee to report a draft of a constitution and by-laws at the next annual meeting.

The following committee has accordingly been appointed, namely: B. J. Stow, M. D.; J. R. Duncan, M. D.; W. M. Ingalls, M. D.; C. E. Miles, M. D.; J. A. McKlveen, M. D.; J. M. Bowers, M. D.; J. F. Locke, M. D.; J. R. Lewis, M. D.; James Bedford, M. D.; V. A. Baker, M. D.; Z. H. Taylor, M. D.; Alexander Thompson, M. D.; Alexander Wilder, M. D.; J. R. Goodale, M. D.; S. B. Munn, M. D.; Wm. S. Johnson, M. D.; B. S. Warren, M. D.; N. R. Martin, M. D.

It is easy to perceive that this annual meeting will be a very important one and of great interest to eclectic physicians. The members of the association, and physicians generally, who sympathize with its objects, and desire to further the prosperity of reformed medicine, are urged to make a special point to attend. A national organization gives prestige to the eclectic school, and every intelligent well-wisher will, therefore, be on the alert. Year by year we gain ground, as otherwise would never have been the case. The standard of qualifications is higher, and we enjoy a larger share of popular favor. By union we are stronger, and our professional relations are rendered of a more agreeable character. Let us have a large attendance. The season of the year is pleasant, and we shall be better men and better physicians for the pains that we take to cement the fraternal alliance.

O. H. P. SHOEMAKER, M. D.

By the president.

ALEXANDER WILDER, *Recording Secretary.*

NEW YORK, *March 7, 1877.*

[Senate, No. 55.]

STATE OF NEW YORK.

No. 56.

IN SENATE,

May 21, 1877.

VETO MESSAGE

OF THE GOVERNOR ON SENATE BILL ENTITLED "AN ACT IN RELATION TO PROCEEDINGS IN THE SURROGATE'S COURT OF THE COUNTY OF ERIE, AND TO THE POWERS AND JURISDICTION OF THE SURROGATE THEREOF."

STATE OF NEW YORK:

EXECUTIVE CHAMBER,
ALBANY, *May* 21, 1877. }

To the Senate :

I return without approval Senate bill No. 29, entitled "An act in relation to proceedings in the surrogate's court of the county of Erie, and to the powers and jurisdiction of the surrogate thereof."

This bill confers upon the surrogate of Erie county the equitable jurisdiction over certain trustees now residing in the Supreme Court. A similar act, applying to the entire State, was returned to the Assembly without approval some time since. The reasons then given for the disapproval of that bill apply with equal force to the present one. It has not been shown that Erie county is in greater need of such an enactment than other portions of the State.

Aside from these reasons, the present condition of the law of legal proceedings in the State is such as to render it unwise, in my judgment, to enact special local laws upon subjects certain to be treated generally within a very short period.

L. ROBINSON.

STATE OF NEW YORK.

No. 57.

IN SENATE,

May 21, 1877.

VETO MESSAGE

OF THE GOVERNOR ON SENATE BILL ENTITLED "AN ACT TO REPEAL CHAPTER 74 OF THE LAWS OF 1866, ENTITLED 'AN ACT TO CREATE A METROPOLITAN SANITARY DISTRICT, AND A BOARD OF HEALTH THEREIN, FOR THE PRESERVATION OF LIFE AND HEALTH, AND TO PREVENT THE SPREAD OF DISEASE, SO FAR AS RELATES TO QUEENS COUNTY, AND TO PROVIDE FOR THE APPOINTMENT OF BOARDS OF HEALTH IN THE SEVERAL TOWNS OF NEWTOWN, FLUSHING AND JAMAICA, IN SAID COUNTY, AND DEFINING THEIR POWERS AND DUTIES.'"

STATE OF NEW YORK:

EXECUTIVE CHAMBER,
ALBANY, *May 21, 1876.* }

To the Senate:

I return, without approval, Senate bill No. 120, entitled "An act to repeal chapter 74 of the Laws of 1866, entitled 'An act to create a metropolitan sanitary district, and board of health therein, for the preservation of life and health, and to prevent the spread of disease, so far as relates to Queens county, and to provide for the appointment of boards of health in the several towns of Newtown, Flushing and Jamaica, in said county, and defining their powers and duties.'"

lity mentioned in this bill, and subject to its provisions for many years a part of the metropolitan sanitary district, to the control of its health authorities. This act repealing the provisions of the metropolitan health act applies to Queens county.

It does not appear that any particular hardship to this locality will result by the operations of the act repealed, while the removal of this part of the metropolitan district to the city of New York makes it very possible that it may, at some time, be in a position to have its sanitary welfare of the inhabitants of the city and county under the control of the city health authorities should have control over part, if not all, the jurisdiction ought to be taken from their jurisdiction.

L. ROBINSON

STATE OF NEW YORK.

No. 58.

IN SENATE,

May 10, 1877.

REPORT OF COMMITTEE

TO

INVESTIGATE CERTAIN ALLEGED CHARGES OF OFFICIAL MISCONDUCT AGAINST SENATOR WILLIAM B. WOODIN.

To the Senate :

The special committee appointed on the 17th day of April, 1877, to investigate certain alleged charges of official misconduct against Senator William B. Woodin, respectfully report as follows :

The testimony taken by the committee, and also a record of its proceedings, are hereto annexed as part of this report. As preliminary to a statement of their conclusions, the committee deem it proper briefly to refer to certain portions of the testimony. The charges to which the investigation was directed, were published by those who positively disclaimed all knowledge of their truth, that much of the time of the committee has been occupied in attempting to trace simple rumor to an authentic source, in the hope that the author of the charges would either retract them or furnish some fact or circumstance tending to substantiate them. The first witness whom the committee proceeded to examine was William M. Tweed, from whom, however, no evidence was elicited in support of the alleged charges. The most remarkable feature of his examination was his refusal to answer questions. But neither his refusals nor his testimony impressed the committee with the conviction that he is able to

furnish any evidence tending to establish the charges against Senator Woodin. As to his purported statement, published in the New York World of the seventeenth of April, he said, "there might be a few facts in it, but the most of it is fiction;" and in this connection reference may be made to Senate document 54, of the year 1872. It there appears that the following question was put to him as a witness upon another investigation, in which the manner of the passage of the Tweed charter became material: "Do I understand you to say that you do not know of any influence being brought to bear upon republican Senators?" His answer was: "Only through their advocacy of the passage of the election or registry law."

Hugh J. Hastings testifies that in 1870 he received from Tweed a check for \$20,000 in a business transaction, of which he gives the particulars, and which was in no manner connected with legislation. From his testimony, and that of Mr. Jenkins Van Schaick, it appears that no part of this sum was ever given or promised to Mr. Woodin. It appears from the testimony of ex-Senator Norris Winslow, which is corroborated by other evidence, that the statement that connects him either with Mr. Tweed or Mr. Woodin, in any pecuniary transactions, is entirely untrue; and no circumstance has been produced in evidence tending to show that Mr. Woodin was the recipient of any money from or through Mr. Tweed or Mr. Winslow, for either a proper or improper purpose. Here the committee might have been justified in closing their investigations and in reporting as their conclusion that the charges referred to in the resolution under which they were appointed had in no particular been sustained. But your committee, acting upon what they deemed to be the spirit, instead of confining themselves to the letter of their instructions, extended the scope of their inquiry, and endeavored to ascertain whether upon any measure, Mr. Woodin had been influenced by any pecuniary or valuable consideration in giving or withholding his vote, or whether there was probable cause for suspecting such improper influence. The committee, therefore, caused to be subpoenaed not only newspaper editors who had published rumors reflecting upon Senator Woodin, but also their supposed informants, and those who, in the heat of political discussion, had made assertions that might be construed into accusations against his official conduct. Not one of them, however, furnished to your committee any fact or circumstance tending to prove improper conduct.

The Attorney-General was subpoenaed to produce the statement

alleged to have been furnished to him by Tweed's counsel. He declined to produce it, stating that it was not evidence; that it was entirely improper for him "to make any use of it whatever, except upon giving certain stipulations to Tweed," and that "public interests required that it should not be exhibited." When informed that the committee "would like any thing that would give any clew to the subject of inquiry," he replied, "I can't give you any clew to the subject of inquiry here whatever, for I know nothing." It appears by the testimony of Tweed, his counsel, and the Attorney-General, that Tweed's statement was placed in the hands of that officer under restrictions that precluded him from disclosing its contents to the committee without giving certain immunities to Tweed.

There is evidence tending to show that a large sum of money was raised in New York and sent to Tweed at Albany during the session of 1870. How, in fact, the money was used, does not distinctly appear; but there is evidence tending to show that large sums were expended by Tweed among his friends and retainers in Albany. There is no evidence that any part of it was received by Senator Woodin, directly or indirectly.

It appears that it was determined by a republican caucus to support the Tweed charter, and that its support by Mr. Woodin and his political associates in the Senate was induced by an arrangement in that body, for the simultaneous passage of a stringent election law for the city of New York, and for the retention in office of certain persons holding positions under the State government and in the city of New York, as well as by the support given to that charter by leading newspapers and by the Citizens' Reform Association of New York. That there was an understanding by which the republican Senators were to vote for the charter in consideration of the passage of the election law, is shown by the testimony of leading Senators of 1870, and of others familiar with legislation during the session. It also appears that only two votes (one of each party) were cast against the charter in the Senate, and that the belief existed among Senators that it was an improvement upon the law then in force for the local government of the city of New York.

But the committee extended their inquiries still further. Many witnesses, within reach of process, who were supposed to have had confidential relations with Mr. Tweed in 1870, or after that time, as clerks, secretaries, financial or disbursing agents, or as social companions, were subpoenaed and gave testimony. None of these gentle-

men furnished any fact or circumstance tending in any manner to impugn Senator Woodin's official integrity. Some of them who spent a large portion of the session of 1870 in Albany, did not know him by sight. Mr. Calkins, the clerk of the Senate during that session, testifies that he heard no rumor or fact affecting the reputation of Mr. Woodin during the session, nor is there any evidence that any such rumor or charge existed, until long after the session had closed.

Senator Woodin was also called as a witness, and made a candid and unreserved statement of the causes and motives that influenced his action upon the charter, and other legislative measures which were the subjects of his official action as Senator. No reasons for his action appear other than such as would prompt an honest official in the discharge of his duty. He fully disclosed the amount and condition of his property in 1869, before he was Senator, in 1870, 1871, and at the present time, exhibiting his bank account, and stating details as to names, times, places and amounts, with the amplest particularity. He detailed the amount of his property, and the sources of his income; and his expenses, both while engaged in the public service and at home, appear to have been frugal and economical. He denied with emphasis and in every particular, both the charges in question, and also the truth of any rumor or statement attributing mercenary motives or conduct to him in his official capacity. Your committee are satisfied that these denials are true, and they would do injustice alike to the people of the State and to Senator Woodin, if they should simply report that the charges referred to the committee are not proved. The committee, therefore, report that the testimony affirmatively disproves the charges so far as they effect Senator Woodin, and establishes that they are utterly without foundation.

All of which is respectfully submitted.

B. PLATT CARPENTER,
E. C. SPRAGUE.
A. SCHOONMAKER, JR.
GEO. B. BRADLEY.

Committee.

PROCEEDINGS

BEFORE THE

SPECIAL COMMITTEE OF THE NEW YORK STATE SENATE,
APPOINTED TO INVESTIGATE CERTAIN ALLEGATIONS MADE IN
THE "NEW YORK WORLD," AS TO THE OFFICIAL CONDUCT OF HON.
WM. B. WOODIN, SENATOR FROM THE TWENTY-FIFTH SENATE
DISTRICT, STATE OF NEW YORK, IN PURSUANCE OF THE FOLLOW-
ING RESOLUTION :

IN SENATE, }
ALBANY, *April 17, 1877.* }

Mr. WOODIN offered the following, which was adopted (the members of the committee being named by the chair) :

Whereas, An alleged statement of Wm. M. Tweed, published in the New York World of to-day, states, among other things, that "the person whose influence was most valuable to Tweed was considered to be State Senator Woodin, of Auburn, and he (Tweed) therefore approached that gentleman through State Senator Winslow ;" that \$200,000 was paid to Senator Winslow, with the understanding that it was to be used in securing the passage of the charter, and that he (Tweed) had assurances that said sum was divided among the certain parties, among whom was Senator Woodin ; and

Whereas, Said alleged statement further states that \$20,000 was paid to Hugh Hastings, with the understanding that the money was also to go to Senator Woodin ; therefore,

Resolved, That Senators Carpenter, Sprague, Schoonmaker and Bradley be, and they are hereby appointed a committee to take testimony, with power to send for persons and papers, and, if need be, to sit in New York city, and fully investigate whether the said Woodin ever received or promised to receive any portion of the moneys hereinbefore referred to, and to report to the Senate within ten days the testimony, together with their conclusions thereon ; and said committee are hereby authorized to command the services of the sergeant-at-arms of the Senate, and also employ a stenographer.

By order.

HENRY A. GLIDDEN,
Clerk.

The committee met immediately after the adjournment of the Senate, on the seventeenth day of April, and organized by appointing Senator Carpenter chairman. The committee also met on the eighteenth, nineteenth and twentieth of April, for the purpose of consultation, and to arrange to secure the attendance of witnesses. On the said nineteenth day of April the committee called upon the Attorney-General, and requested him to deliver or exhibit to said committee the so-called confession of Wm. M. Tweed, which was alleged to be in his possession or custody ; or at least to exhibit so much thereof as might refer to Senator Woodin, if any reference to him had been made therein. The Attorney-General informed the committee that he had a document purporting to be a confession or statement by Wm. M. Tweed, but that he had received the document under such circumstances that it would not be proper for him to exhibit it to the committee, or to give the committee any information whatever as to its contents, and he thereupon declined to produce or exhibit the same to the committee, or to make any statement in regard to it, contents.

After the meeting on the twentieth, the committee adjourned to meet at Fifth Avenue Hotel, New York, on twenty-first, at 10.30 A. M., to take testimony.

The committee met at the Fifth Avenue Hotel, New York city April 21, 1877, at 10 A. M., consisting of the following Senators : B. Platt Carpenter, chairman ; E. Carleton Sprague, Augustus Schoonmaker, Jr., George B. Bradley, and proceeding with the sergeant-at arms, John W. Corning, the stenographer, Hudson C. Tanner, the clerk, John F. Kene, to Ludlow Street jail to examine Wm. M. Tweed, who had been duly subpoenaed by the sergeant-at-arms as a witness.

The committee met at Ludlow street jail at 11 A. M.

Mr. J. Thos. Spriggs appeared as counsel to Mr. Woodin.

Mr. John J. Townsend appeared as counsel for Mr. Tweed.

WILLIAM M. TWEED, being duly sworn, testified as follows :

Examined by Mr. CARPENTER, the chairman :

Q. You reside in the city of New York ? A. I have no residence at present only here ; my family reside in Connecticut.

Q. You are confined in Ludlow Street jail ? A. Ludlow Street jail.

Q. What is your age? A. Fifty-four past.

Q. You have heretofore held some political offices in the State of New York? A. Yes, sir.

Q. You have been Senator of the State of New York? A. Yes, sir.

Q. From the city of New York? A. Yes, sir.

Q. During what years? A. Eighteen hundred and sixty-eight, 1869, 1870 and 1871.

Q. You are acquainted with Senator William B. Woodin? A. I met him in the Senate, sir.

Q. He was in the Senate with you? A. In 1870 and 1871.

Q. Have you seen a copy of the New York World of April seventeenth? A. I have, sir.

Q. That is the article I now show you?

The witness examined it. The following is so much of that article, from first two columns of first page, as relates to the subject of this inquiry:

TWEED'S CONFESSION — THE STORY OF HIS GUILT AND WHO SHARED IN IT — MANY NOTABLE NAMES IN STATE AND CITY POLITICS INVOLVED — OAKLEY HALL FULLY COGNIZANT OF AND A SHARER IN THE FRAUDS.

[Special dispatch to the World.]

ALBANY, April 16, 1877.

Mr. John D. Townsend, counsel for William M. Tweed, in his application to the State for release from prison, reached Albany to-night on the 6 P. M. train, bringing with him the statement from Mr. Tweed, which the Attorney-General required before consenting to consider the prisoner's application.

The steps which led to the drafting of the charter of April 5, 1870, by which the control of the city was finally given over into the hands of the ring, are then pointed out, but the sensational features of the document are reserved for a detail of the methods by which the passage of that charter by the State Legislature was secured. It was necessary, says the confession, to obtain for the measure the support of several influential republican members. The person whose influence was most valuable, Mr. Tweed considered to be State Senator William B. Woodin, of Auburn. He therefore approached that gentleman through State Senator Winslow, with various propositions looking to his support, and after several interviews with Winslow, transferred to him, in person, the sum of \$200,000, with

the understanding that it was to be used in securing the passage of the charter. It was his understanding with Winslow, at the time that the money was to be divided between Messrs. Woodin, Samuel H. Frost, of Richmond; Augustus R. Elwood, of Otsego; Wm. H. Brand, of Leonardsville; Norris Winslow, of Watertown; James Wood, of Geneseo; Isaiah Blood, of Saratoga; George Morgan, of Dutchess — all members of the State Senate; and also with Messrs. Van Pelton, Williams, Crowley, Merriam and Beaman, for their influence in the Legislature. This money, in various amounts, he has assurances were afterwards paid to the parties named in the compact with Winslow. He was a member of the State Senate at the time, and all the persons named voted for his charter.

Among the various persons to whom he paid money for their influence in the Legislature, besides those already mentioned, was Mr. Hugh Hastings, editor of the Commercial Advertiser. He gave to Mr. Hastings a check for \$20,000, dated three or four days after the passage of the charter of 1870, with the understanding that the money was also to go to Senator Woodin. The check, however, afterward came back to him from his bank, where the money was duly paid, indorsed by Mr. Hastings and also by his broker Jenkins Van Schaick. Mr. Tweed says he afterward gave Mr. Hastings, at various times, checks for smaller amounts than the above.

He gives the names of five persons who he promises, if immunity is given them, will swear to the truth of all his statements. He has preserved all his checks and kept memoranda of all his transactions — all of which will be placed at the disposal of the State. Of the five persons named are E. D. Barber, ex-Senator James Pierce, of Brooklyn; Alexander Frear, and William King, Tweed's former deputy as commissioner of public works.

A. I presume that is the article.

Q. Have you read the first three columns of the first page? A. I have, sir.

Q. Were those columns of the first page of the New York World, of April 17, 1877, furnished by you to the New York World? A. In connection with that sir, I beg to have this paper read.

[Witness produces a paper.]

Q. You will wait a moment; what is your answer? A. This paper covers the question.

Q. You decline to answer in that form? A. I decline to answer in that form, and present this communication.

Mr. SPRAGUE — I think perhaps the chairman had better look at the statement in the paper.

Mr. CHAIRMAN — I think so ; I do not know that it is pertinent to the inquiry at all.

The communication presented by the witness was as follows :

I did not give, nor did I authorize any one to give to the World, the statement which appeared in its columns on the seventeenth instant, and I disavow all responsibility for it. I desire to show my respect for and treat your honorable committee with all courtesy and consideration, but in justice to myself I must decline to respond to any questions which refer to that article, its assertions or any part of them, or any newspaper article not furnished by me, and to which my name has not been attached by me — and I beg leave, while respectfully declining to answer, to hand you a letter written and forwarded on the nineteenth inst., by my counsel, John D. Townsend, Esq., to a member of your committee, in reply to a telegram from him to Mr. Townsend of prior date, and which covers more fully, and in detail, the reasons for my so declining to answer questions in reference to the matters referred for examination to your honorable committee by the honorable the Senate.

WM. M. TWEED.

April 21, 1877.

The witness also submitted another written communication as follows :

NEW YORK, *April 19, 1877.*

MY DEAR SIR. — In reply to your telegram asking me whether my client, Mr. Tweed, will submit voluntarily to be examined by the committee of which you are a member appointed to take testimony in the matter of alleged bribery of Senator Woodin, and thus avoid the necessity of compulsory process, I have to say that I have consulted with my client on the subject, and by my advice he will decline to give any testimony at this time before your committee relating to the subject to which you refer. Except to me, I believe Mr. Tweed has not confided the statement, which under certain considerations he is willing should become matter of public action. I have deemed it advisable, for his interests, to put the same in form and submit it to the Attorney-General of this State for his consideration, and, as I believe, he is now engaged in determining upon a course in regard to it which will best subserve the interests of the people. This statement was only submitted to him upon his assurance that it

would be returned to me and its contents remain undivulged. I have declined to accede to my client's release from imprisonment, because I can conceive of no possible advantage that this proposition could offer to the public beyond the moral effect of a full publication of its contents. It could effect the punishment of offenders and the recovery of their property. Believing that an examination of Mr. Tweed, before the Attorney General was prepared to move in the matter, might seriously injure the public interests, by giving offenders an opportunity to escape and make away with their property, I have felt compelled to advise Mr. Tweed to decline to be a witness at this time.

But beyond this, and as a matter especially affecting him personally, I have advised Mr. Tweed to decline an examination at this time, upon the ground that his answer might tend to criminate himself. It was asserted by Senator Woodin, in his speech before the Senate on the seventeenth inst., that Mr. Tweed had testified in 1872 before a Senate committee appointed to investigate charges against James Wood, in effect: "That he had never directly or indirectly paid or offered to pay money to any member of the Legislature to secure the passage of any law." If this be so, and I have no reason to doubt the correctness of Senator Woodin's investigation on this subject, I feel impressed with the propriety of such advice at this time.

Assuring you that nothing would give me greater pleasure than to see my client in a position where he could safely testify in all his and kindred matters, I am, with great respect,

Your obedient servant.

JOHN D. TOWNSEND

Q. Mr. Tweed, you understand as a witness that you can answer orally as by sending in a written statement? A. I can answer orally or by writing, as I please.

Q. You can state as far down as this mark on this newspaper, and the rest we will consider as scarcely responsive?

Mr. TOWNSEND—If the question is put to him I shall advise him to answer in the manner he thinks most applicable to his position. We beg at least to hand you a letter which also contains the reasons, which he desires to make as his answer, and he will answer this in this way, so that it may be a complete answer to the questions that you desire to ask or the main points that you wish to examine.

The Witness — Let me read that in answer to your question.

[The witness here read the first paper submitted to the committee, also the second which was signed by John D. Townsend.]

Q. Did you furnish the statement which appeared in the World, and which has just been referred to, to any person whatever?

Mr. TOWNSEND — One moment; I object to your answering that. One of the Senators has just submitted an inquiry which covers that, which I shall not object to, but in that limited form I shall object to it.

Q. This is for you to answer or decline to answer? A. I must decline to answer it.

Q. Have you furnished any portion of the three columns referred to, to the World or to any person connected with the World? A. My statement I believe covers that, that I have just read.

Q. Or to any other person? A. I decline to answer that question in that form, sir.

Q. Were you personally acquainted with Mr. Woodin in the Senate? A. I was, sir.

Q. There were two political parties represented in the Senate at that time? A. There were two and a half parties represented; two and a half parties.

Q. Please answer the question? A. I have answered it.

Q. Were there two parties? A. Yes, sir; as many as that.

Q. The democratic and republican parties? A. Yes, sir.

Q. To which party did you belong? A. The democratic.

Q. To which party did Senator Woodin belong? A. To the republican.

Q. Were you intimately acquainted with Senator Woodin? A. I do not know what you would call intimately acquainted; I was personally acquainted with him; well acquainted with him; talked with him and laughed with him.

Q. Talked with him frequently? A. Frequently; daily.

Q. In the Senate chamber? A. In the Senate chamber and elsewhere.

Q. Did you, during that time, have any business transaction with him of a pecuniary nature?

Mr. TOWNSEND — That is objected to.

A. I decline to answer in that form, sir, for reasons given in my statement.

Q. Did you hand any money to him? A. I decline to answer for reasons given in that statement and letter.

Q. Did you loan him any money? A. I decline answer for reasons given in that statement and letter.

Q. Did you intentionally leave any money where he might find it? A. The same answer.

Q. Did you lose any money? A. The same answer, sir.

Q. What do you mean by statement? A. I mean by statement the statement and accompanying letter.

Q. Did you play any games for large stakes? A. The same answer, sir.

Q. With him or other Senators? A. The same answer, sir.

Q. Are you acquainted with Norris Winslow? A. I am.

Q. Of Watertown, I think, in this State? A. Yes, sir; he was in the Senate of 1870 and 1871; he was formerly a Senator.

Q. At the same time you were? A. Yes, sir.

Q. To which party did he belong? A. He was a Republican.

Q. You were personally acquainted with him? A. I was.

Q. Were your relations with him those of intimacy? A. Yes; intimacy depends upon how men construe it.

Q. State what they were? A. I met him daily at the hotel; he was in his room, and he was in my room, and we chatted and talked about various subjects; our relations were friendly; I suppose that covers the ground.

Q. Did you furnish to the New York World or to any other paper a portion of the first column of the date which refers to him declining to answer for reasons I have already stated in my statement?

Q. Were any of the statements contained in the article in the New York World to which your attention has been called, communicated to any person connected with the World, or did you authorize any communication to the World or to any person connected with it? A. I did not.

By Mr. SPRAGUE:

Q. "Communicated by you"; you left out those words; you answered emphatically, no; I had no communication with any person or newspaper men in any shape; have declined to receive any communication; I fear I might be misrepresented or misunderstood.

Q. Have any of the matters given in the statement to the New York General been communicated to any person connected with the World, so far as you are aware? A. I am not aware of it, to my knowledge. I have no knowledge of it, to that or any other paper in any shape or shape.

By Mr. CARPENTER :

Q. Did you have any business transactions of a pecuniary nature with Mr. Winslow while he was in the Senate? A. I decline to answer, for the reasons stated.

Q. Did you pay any money to him in that time, or within a year after? A. I decline, for the reasons stated, to answer.

Q. Did you leave any money where he might easily get it? A. The same answer, sir; I respectfully decline to answer for the reasons stated.

Q. Did you take with you a large sum of money to Albany at any time? A. I decline to answer.

Q. During that time? A. The same answer.

Q. Did you hand to him, at any time, money to be given by him to other Senators? A. The same answer, sir.

Q. Did you, during that time, offer to him any money or other thing of value? A. The same answer.

Q. With reference to his vote on any bill or measure before the Senate? A. The same answer, sir.

Q. Was the bill known as the New York charter of 1870, passed while you were present in Albany in the Senate? A. It was.

Q. Do you remember whether it was voted for by Mr. Woodin; of course the records show?

Mr. TOWNSEND — I object to it because he has been so long away from that matter; the record will show better than his memory.

A. I refer to the record as being more complete than I could on the subject.

Q. Have you a distinct recollection on that subject? A. I have, sir.

Q. If you have a distinct recollection it would be very proper for you to state, in my judgment? A. I decline to answer.

Q. If the names mentioned in the New York World voted for that charter?

Mr. TOWNSEND — I object to that.

The WITNESS — My counsel now says he has no objection to my answering the question.

Mr. TOWNSEND — Not if he remembers.

The WITNESS — I do remember distinctly, sir.

Q. The charter was voted for then by? A. Woodin, yes; Frost, yes; Elwood, yes; Brand, yes; Winslow, yes; Wood, yes; Blood, yes; Morgan, yes; the other gentlemen named there — Mr. Van Patten — was not a member of the Senate at that time; Mr. Williams

was not; Mr. Crowley was not; Mr. Merriam — I do not know who it refers to; Mr. Beman — I do not know who it refers to.

Q. Do you know whether any of those gentlemen were promised any consideration for their vote or action in relation to the passage of that charter? A. For the reasons given I must decline to answer, most respectfully.

Q. Do you know whether any of those gentlemen were in any way to advocate the passage of that charter? A. I must decline to answer, for the reasons I have given in that statement.

Q. Did you have any private understanding with them in relation to it in any manner? A. The same answer.

Q. How many votes were there against the charter? A. To the best of my recollection, two.

Q. Who cast them? A. One, a democrat from New York, and Thayer, a republican from Rensselaer county.

Q. What was their politics? A. One was a democrat from New York, and the other a republican from Rensselaer county.

Q. Are you acquainted with Hugh Hastings? A. I am very well, sir.

Q. Where does he reside? A. I don't know, but I believe in New York; has the reputation, I believe, of that.

Q. Do you know what his occupation is? A. I believe a newspaper man — editor, proprietor or publisher.

Q. Did you furnish to the New York World, or to any other paper, whatever, the statement in reference to Mr. Hastings, in the column? A. If that is put in the form the other question is asked, I shall answer, sir.

Q. You decline to answer that? A. For the reasons stated.

Q. During the time Senator Woodin was a Senator with you, did you pay to Mr. Hastings any money? A. I decline to answer for the reasons given in my statement.

Q. Did you give him any check for the payment of money? A. I must respectfully decline to answer.

Q. Either for the purpose of influencing legislation or for any other purpose? A. I must respectfully decline to answer.

Q. What is your ground for declining? A. The answer is contained in my statement.

Q. I think you stated several grounds? A. I avail myself of them wherever they apply.

Q. You decline to answer each question that you have declined to answer.

answer on all the grounds stated there? A. Yes, sir; where the grounds apply to it.

Q. That is the question as to their applying, and on which ground do you decline to answer this question? A. On the ground I have stated in that statement.

Q. There are several grounds stated there? A. On any ground that may apply to it.

Q. Which ground do you apply to it? A. I decline to answer it, for the statement shows every thing.

Mr. TOWNSEND — Which question are you asking about? There are two grounds; one, that it tends to criminate him.

Q. When you say that you decline to answer the question on the grounds stated in the communication to Mr. Townsend, do you mean you decline to answer, first, because it is against public policy for you to answer, and, second, because your answer might criminate yourself? A. Yes, sir.

Q. Was Mr. Hastings employed by you with reference to legislation in Albany? A. For the two reasons given above, I decline to answer.

Q. Did you have any business transactions with him? A. I decline to answer.

Q. Are you acquainted with a gentleman by the name of A. D. Barber? A. Yes, sir.

Q. Do you know what his business occupation or profession was in the year 1870 and 1871? A. I believe he was attached to the department of streets; a part of the time to the department of public works as deputy collector of assessments.

Q. Did you see him in Albany? A. Yes, sir.

Q. He was there frequently? A. Yes, sir.

Q. What was his business there?

Mr. TOWNSEND — I object to that.

A. I decline answering.

Q. Do you know what his business was? A. I do.

Q. What was it? A. I decline answering.

Q. Do you know what salary he received? A. It was a fee office.

Q. Do you know about the amount of fees? A. Run any way from ten to fifteen thousand dollars; averaged about thirteen thousand, I think, yearly; I think in the year 1870, I have got reason to know it was fifteen thousand five hundred and two or fifty-eight dollars and some cents — seventeen cents, I think.

Q. Was that an appointive office? A. By the street commissioner.

Q. Were you street commissioner? A. I was deputy up to 1870.

Q. Was he appointed by you? A. No, sir.

Q. Was he appointed through your influence? A. I think he was appointed by Charles G. Cornell, who was a personal friend of his; he was retained because I desired to have him retained, as I had some influence at that time; I desired to have his retention.

Q. Did you have any business relations with Barber during that time? A. I decline to answer that.

Q. You decline upon the two grounds you have stated? A. Yes, sir.

Q. Did you, during those two years, or within a year or two, pay or cause to be paid to Mr. Barber, or give or cause to be given to him any money or other valuable thing for his influence upon legislation? A. I respectfully decline to answer.

Q. Where was Mr. Barber's residence at that time? A. I don't know; he was in New York a greater part of the time, and was in Albany a large part of the time, and his family, I believe, was at Rome or Utica, Rome I think, though I am not positive; I was at his house, though I have some idea that during 1870, his family was broken up, and his daughter was in some or some western city and married.

Q. Did you, during that time, give him any money or any valuable thing to give to Mr. Woodin or Winslow, whose names I have just mentioned? A. I decline to answer, for the reasons before given.

Q. Was Mr. Barber in Albany at that time, to your knowledge, taking an active interest in reference to the charter bill and others before the Legislature? A. My impression is he was.

Q. Did you have frequent conversations with him in reference to these bills? A. My impression is now that I did.

Q. Did he act in accordance with your wishes in regard to these bills? A. I decline to answer.

Q. Are you personally acquainted with ex-Senator Pierce? A. I know him very well.

Q. Alexander Frear? A. An ex-Member of the Assembly, sir.

Q. From New York city? A. Yes, sir.

Q. William E. King, formerly deputy superintendent of public works? A. Yes, sir, William E. King; one is William H. and the other William E.

Q. Did you furnish the statement in the New York World, heretofore referred to, so far as it refers to them? A. The two objections I have stated applies to them.

Q. Did you have any business transaction with them in the time referred to, while Mr. Woodin was in the Senate, or the succeeding year? A. The same answer to that.

Q. Did you during that time, give to them any money or other valuable thing for their services in influencing legislation at Albany? A. The same answer.

Q. Did you give them or hand them any money to give to any person who was a member of the Senate? A. The same answer.

Q. So far as you know has any person but yourself and the counsel for the people and for yourself seen the statement which it is stated in the article in The World was brought to Albany by Mr. John D. Townsend? A. I think not; and if carried out according to my wishes and directions no person has seen it; Mr. Townsend can answer more explicitly than I can.

Q. What persons beside yourself were active in procuring the passage of what is known as the Tweed charter?

Mr. TOWNSEND — That I object to.

A. I decline answering for the reasons I have given.

By Mr. BRADLEY :

Q. Mr. Tweed, how much time was there between the introduction of the New York charter of 1870 and its passage in the Senate? A. About ten days, I think; not over that; from seven to ten days; one Sunday elapsed I am very confident of.

Q. Was this introduced in the Senate? A. No, sir, introduced in the House.

Q. That was what was known as the "Tweed charter?" A. That was the name given to it; yes, sir.

Q. Were there other persons other than you have mentioned, who were not members of the Legislature, who were advocating its passage? A. I am not aware that I have mentioned any yet; I have not intended to, I know.

Q. Were persons other than members? A. I decline answering for the same reason, sir, respectfully.

Q. I ask you if any persons not members of the Legislature were using any efforts for the passage of this charter? A. A great many were.

Q. Do you know that any money was sent to Albany for the purpose of influencing the passage of that charter? A. I must respectfully decline to answer, for the reasons I have given in the statement.

Q. Did you know a gentleman by the name of Garvey? A. I know a man by the name of Garvey.

Q. What was his first name? A. There were two Garveys, one was named Andrew and one John.

Q. Was Andrew Garvey one of the men who was in favor of the passage of this charter? A. I decline answering, for the reasons stated in my statement.

Q. Was John Garvey? A. The same answer as to him.

Q. Did you know a gentleman by the name of James H. Ingersoll? A. I know a man by that name — supposed to be a man; doubtful, however.

Q. Did you know him in 1870? A. I did, sir.

Q. Did he take any part in that transaction? A. I decline answering, for the reasons given in my statement.

Q. Do I understand that you decline to answer any questions upon the subject of influence to produce the passage of that bill? A. Yes, sir.

By Mr. TOWNSEND:

Q. At this time? A. At this time.

By Mr. BRADLEY:

Q. At some time within a few years there was an action tried against yourself, in the city of New York? A. There was.

Q. Was Andrew Garvey a witness on that trial; the civil action I refer to? A. I was not present at the trial and don't know.

Q. Have you seen the testimony? A. Not all of it.

Q. Given upon that trial? A. I don't think I have seen the Garvey testimony; I have seen some portion of the Ingersoll testimony.

Q. You have not seen Garvey's? A. I have no recollection of seeing it; as a whole I know I have not seen the testimony.

Q. Do you understand from any source that you deem reliable, that testimony was given on that trial upon the subject of the charter, the passage of this charter bill and the means to promote that passage of the charter? A. At present I have no recollection of it.

Q. Was there a pool made up prior to the passage of that charter by men in the city of New York, for the purpose of being used in aid of the passage of that bill? A. There was a pool made up, sir.

Q. Who contributed to that pool? A. That I have no personal knowledge of.

Q. What was the amount of that pool? A. I decline answering, sir.

Q. Do you know the amount? A. I decline answering, sir.

Q. Do you know what was done with that money made up by the pool? A. I decline answering, sir; I decline to answer for the reason it might call out evidence in regard to the whole matter that at present I am not prepared to give.

Q. You have read the resolution of the Senate? A. Yes, sir.

Q. Which produced this committee? A. Yes, sir.

Q. Is there any statement that you will make upon the subject involved in this inquiry? A. None whatever at the present time; as I stated in my statement, at the proper time I will make a full statement of every thing; "at the proper time" — what I mean by that is, when it will be for the best interests of the people.

By Mr. SCHOONMAKER :

Q. Mr. Tweed, was there more than one charter before the Legislature at that time? A. Yes, sir; a charter called the "Huckleberry charter;" it was not before the Senate, Mr. Senator; it was in the House, only.

Q. How far did that proceed? A. I think it was ordered to a third reading, though I am not confident; my memory is very treacherous on that; it was my endeavor to beat that — that it did not pass — that was the only object I had in view.

Q. Were you antagonistic to that charter? A. I was, sir.

Q. Was there still another? A. There were amendments which may be called a charter, but as a whole, I think not; there were amendments, but these two as a whole I think were all; that was a session prolific of charters.

Q. Was the Tweed charter the only one that you desired to have passed? A. That was the only one.

Q. When you stated you thought that charter was in the Legislature about ten days, did you refer to both Houses? A. No, sir; the Senate, I think; I think about in the neighborhood of three weeks altogether, though I am not positive myself as to the time; it was

some time ; the records will show ; I think I am about right ; I think in the neighborhood of two weeks ; I think it was introduced on Tuesday and it was passed in about two weeks.

Q. At what period of the session was that charter passed ? A. Towards the latter part of the session ; after the recess which we usually took over the twenty-second of February.

Q. Was that charter which was passed the subject of conversation between yourself and Senator Winslow ? A. It was.

Q. Was it the subject of conversation between yourself and Senator Woodin ? A. It was.

Q. Were its provisions either in general or in particular the subject of conversation between you and either one of those Senators ? A. I think both ; I think both general and special.

Q. Did you have the impression that they understood the general scope of the charter ? A. I did, sir.

Q. And the powers conferred by it ? A. Yes, sir.

Q. Did you have the impression that those two Senators, Woodin and Winslow, understood the scope of that charter and the powers that it conferred ? A. Yes, sir ; perhaps not fully understood it ; they knew the general provisions of it and general purport of it.

Q. I mean in general ? A. They did in general ; there were details that no one in New York or any one could understand ; I think they did in general principles.

Q. Did you have any assurance from Senator Woodin that he would vote for that charter ? A. I decline answering, for the reasons stated in my statement.

Q. Did you have any such assurance from Senator Winslow ? A. The same answer, most respectfully.

Q. Were you assured, before its final passage, that any Senators would vote for it ? A. Decline answering, sir.

Q. Were you aware, before the third reading, that that charter would have votes enough to carry it ? A. I decline answering, for the same reason.

Q. Mr. Tweed, before the passage of that charter, did you have any conversation or understanding with Senator Winslow in regard to the division of any money for votes for that charter ? A. I decline answering, for the reasons above stated.

Q. Did you have any conversation with Senator Woodin, prior to the passage of the charter, with regard to any consideration for his vote ? A. The same answer, sir.

Q. Did you have any conversation with him, or intimation from him, after the passage of the charter, in regard to any consideration for his vote? A. The same answer, sir.

Q. I repeat the same question in regard to Senator Winslow? A. I make the same reply.

Q. What did you refer to, Mr. Tweed, when you spoke of the "half-party" in the Senate? A. There was a split in the democratic party; it was called the "young democracy" at that time, led by Senator Genet and some other distinguished gentlemen; that was about half a party—I mean by that, that it never reached full growth.

Q. Do you recollect how the respective parties stood in the Senate at that time? A. Yes, sir.

Q. How was the Senate divided? A. I think the democratic party had a majority of two on all questions on the final passage; three, counting the Lieutenant-Governor, who was a democrat.

By Mr. SPRAGUE:

Q. Have you had any communication, directly or indirectly, with Senator Woodin or any agent of his, since the sixteenth day of this month? A. I decline to answer the question.

Q. Why do you decline to answer it? A. For the reasons given in the statement of mine.

By Mr. SCHOONMAKER:

Q. Mr. Tweed, since the newspapers have been talking about the possibility of your making a statement in reference to the passage of that charter of 1870, have any efforts been made to prevent such statement? A. I decline answering, sir.

Mr. TOWNSEND — Senator, will you be kind enough to mention the date in that question?

Mr. SPRAGUE — The sixteenth of this month, which was the day before the publication of that article.

The WITNESS — No, I have not.

Mr. BRADLEY — Right here, in that connection, perhaps it is well enough to ask how long a period you include in that last answer that you made to Senator Schoonmaker's question.

The WITNESS — I decline to answer.

By Mr. SCHOONMAKER:

Q. I referred to a period of time since last December? A. I

respectfully decline to answer; the twenty-third of November I arrived here; not since that time.

Mr. TOWNSEND — Not since that time?

The WITNESS — I decline to answer.

By the CHAIRMAN :

Q. Mr. Tweed, do you remember in 1872, an investigation of charges against Senator James Wood, by a special committee of the Senate? A. I have an indistinct recollection.

Q. Were you a witness before that committee? A. I think I was, sir.

Q. I have here the testimony, Senate document No. 54 (vol. 3), when you were upon the stand testifying in reference to the New York city charter, known as the Tweed charter, it appears by this document that this question was asked you, on page 46, "Do I understand you to say that you do not know of any influence being brought to bear upon republican Senators?" was your answer to that under oath, "only through their advocacy of the passage of the election or registry law?" A. I have no recollection of it.

Q. Look at this document? A. It would not refresh my memory any; being in print it does not make any difference with the matter with me, for I see a good many matters in print that are not so.

Q. Do you have any recollection of testifying to that in substance? A. I do not, sir.

Q. There is this question upon the same subject according to that document? A. I may say so; I have no recollection, either distinctly or indistinctly, of any testimony I gave upon that occasion.

Q. Is it true that you know of it only through the passage of the election or registry law? A. If a man don't recollect any thing of it, it is impossible to say that he does; I don't recollect any thing about it; I might say here, Mr. Chairman, I shall decline to answer any question in relation to that investigation, however.

Q. Was there a strong desire, on the part of the republican members of the Senate of 1870, to secure the passage of a registry law for the city of New York? A. I have no recollection of that at the present time, but I presume there was; it was a question that was fully discussed.

Q. The question that was asked was, "Do you know whether any money was paid or attempted to be used by any person or persons who are known as lobbyists, to influence it, or for the purpose of securing influence?" A. I respectfully decline to answer.

Q. Was your answer to that, "I have no knowledge what lobbyists did in the matter?" A. I have no knowledge of it and decline to answer otherwise.

Q. Was that a fact, that you had no knowledge of what the lobbyists did in regard to it? A. I respectfully decline to answer.

Q. Was this question asked you "Do you know whether any of these lobbyists were ever employed to use influence with Senator Wood, in this matter;" did you answer "I did not?" A. I respectfully decline to answer.

Q. Was this question asked upon the same subject — "were any amounts placed in their hands for the purpose, in the shape of money" — was your answer to that, "not to my knowledge?" A. That I respectfully decline to answer.

Q. Or that in substance? A. I respectfully decline to answer.

Q. Do you have any knowledge as to whether any amounts were placed in their hands or not; whether that question was asked you? A. I respectfully decline to answer.

Q. On the same subject, this question was asked you, as appears by this document; "Do you know, or have you been told that any money was used or attempted to be used to secure the influence of any member of the Legislature, for that measure;" was your answer to that either precisely or in substance; "I do not know and have not been told, except through newspaper reports, or in casual conversation, that I have not treasured in my memory, and by general rumor?" A. I have no memory of it, and respectfully decline to answer.

Q. It is a fact that you did not know, and had not been told, except through newspaper reports and in casual conversation, that you had not treasured in your memory or by general rumor? A. The same answer.

By Mr. SPRAGUE :

Q. Are there any papers in your possession or under your control which contain any evidence in relation to the subject-matter of this investigation? A. There are.

Mr. TOWNSEND — Subject-matter of this investigation, no.

The WITNESS — I don't answer that; I did not understand the question, and don't answer it.

Q. You decline to answer it? A. Yes, sir.

Q. Are there any papers in your possession, or under your control,

which contain any evidence in relation to the subject-matter of this investigation? A. I respectfully decline to answer.

Q. Do you know of any persons who can afford the committee any evidence in regard to the subject-matter of this investigation?

A. I must respectfully decline to answer on the ground set forth in my statement — public policy.

By Mr. SCHOONMAKER:

Q. You stated in answer to a question I put that you had had connections with Senator Woodin in reference to the charter of 1870 and its passage through the Senate — will you state what conversations you had with him? A. I must respectfully decline to answer.

By Mr. SPRIGGS:

Q. Mr. Tweed, don't you know the fact that republicans in the Senate of 1870 were very anxious about procuring the passage of the registry law in reference to the city of New York? A. I respectfully decline to answer.

Q. On what ground? A. On the ground I have given — public policy.

Q. Do you think it would criminate you? A. I have given my reason — public policy.

Q. Do you think it would criminate you to answer that question? A. No; I do not.

Q. But you think it is against public policy? A. That is my opinion.

Q. Do you know the fact that the republican press of the republican party in the State were very anxious in regard to the passage of the registry law in reference to the city of New York? A. My impression is, that it was.

Q. A good deal said about it? A. I think so.

Q. Did not the democratic Senators agree with the republican senators, that with regard to the registry act, they could pass such a law as they desired. A. I believe some individual members of the Senate did do so with some of the republican Senators, and as a part of their consideration for their vote for the charter.

Q. There was a good deal of talk upon that subject? A. I believe there was, according to my memory.

Q. What was the other part of the consideration? A. I must respectfully decline to answer.

By Mr. SPRAGUE :

Q. You admit, then, there was a consideration for the vote for the passage of the Tweed charter? A. That I decline to answer, sir.

By Mr. TOWNSEND :

Q. On the grounds you stated? A. In the last answer.

By Mr. SPRAGUE :

Q. Was not the charter of the Young Democracy introduced in the Senate that winter? A. I think not, sir.

Q. Didn't it pass the Senate? A. I think, not, sir.

Q. Wasn't it killed in the Senate? A. I think not.

Q. Your recollection is otherwise? A. My recollection is otherwise, although I am not positive on that point; I know it was killed in the House; whether it originated there or not I do not know, but I think it did.

By Mr. BRADLEY :

Q. Why was the Young Democracy charter called the "Huckleberry charter?" A. I cannot give the reason; there was some trifling reason given at the time by some gentlemen around Albany, but I have forgotten now; I have had so many serious things to consider since; I supposed it come early in the season and went out quick.

By the CHAIRMAN :

Q. Looking over the Senate document before referred to (page 53), I wish to ask you a few more questions; from this document it appears that Senator Ames asked you the following questions: "Of course we all know there are a world of rumors in regard to the action of those whom you influenced, with reference to the legislation of the last three or four years at Albany; it has been stated that there was an account kept by you, or by some one else, and that you had a copy of the account and knew all about it, and of the amount of moneys that had been expended to secure legislation at Albany, as paid to various individuals; now, I wish to ask you whether any such account exists or ever had existed?" and was your answer to that "I have no knowledge of it?" A. I say now that I have no knowledge of this matter, and I decline to answer further than that; I have no recollection of it.

Q. I ask you the further question which is taken from this document on the subject of the city charter, from your testimony: "I wish to ask you whether there were ever any transactions of that sort on the part of anybody, to your knowledge?" that is the question that was asked you by Senator Ames; did you answer to that "not that I know of," or to that effect? A. I have no recollection of it, and respectfully decline to answer further.

Q. Is it true that you did not know of any? A. I have no recollection of any such thing connected with it.

By Mr. TOWNSEND:

Q. In connection with this question? A. Not with the matter.

By Mr. SPRAGUE:

Q. Has Mr. Woodin or any agent of his visited you since you have been in Ludlow Street jail? A. I respectfully decline to answer that question.

Q. Have you had any conversation with him within a year past with reference to the passage of this Tweed charter? A. I have not.

Q. Have you had any conversation with any person sent by him to you upon the question? A. I respectfully decline to answer.

Q. Why do you decline to answer this last question? A. For the two reasons I have given in my statements; the first reason, however, "public policy."

Q. Has any one, during the past year, consulted you with reference to his liability for indictment or otherwise, on account of his connection with the Tweed charter? A. I will say that no public official has, and decline to answer further; no public official now.

Q. Do you include in the term "public official" gentlemen who were Senators at the time of the passage of the charter? A. I alluded, by "officials" only to those now in public office by appointment or otherwise, other than Senators I mean to say.

Q. Do you include all the present members of the Senate? A. I include every gentleman holding any official position.

Q. Do you include all those who are present members of the Senate? A. I do.

Q. When you say that no such person has approached you, in the manner indicated by my question, do you mean to include an approach in person and by agent both? A. I do not.

Q. The intent of the last question is, to ascertain from you whether

or not you have been approached by an agent or agents, or by the persons themselves, in regard to their liability to indictment or otherwise, either by the agent or the persons themselves? A. I decline to answer; I think the three former questions and answers had better be stricken out!

Q. Then you decline to state whether persons have not approached you, in the manner indicated by me, through their agents? A. I do so decline; I did not understand the question when it was put, and I am mixed up on it now.

MR. SPRAGUE — I think we had better take this testimony in the ordinary way and keep the witness' answers as they are, and let him correct them afterward, when he says he misunderstood and desires to correct the testimony.

THE WITNESS — That is satisfactory; I desire to state, in connection with my replies to the last question of Senator Sprague, that they must be taken, subject to the answers that I have given heretofore to other questions.

By MR. SCHOONMAKER:

Q. Did Hugh Hastings hold any office in the city of New York at the time of the passage of the so-called Tweed charter? A. I think not.

Q. Was he in Albany at about the time of or just before the passage of that charter? A. He was, sir.

Q. Was he there with reference to the passage of that charter? A. I decline answering, most respectfully.

Q. Was he the publisher or editor of a paper at that time? A. He was then reported to be, and I believe was.

Q. What paper? A. The New York Commercial Advertiser.

Q. Did that paper favor the passage of that charter? A. I think it did; I was not in the habit of seeing it at that time.

Q. How much of the time was he in Albany while that charter was pending before the Legislature? A. I don't know; I can't tell; he was up and down all the time, and saw him daily almost, I think.

Q. Did he come there by any request or intimation from yourself? A. I decline answering, respectfully.

Q. Did he hold consultation with you in reference to the passage of that charter? A. I decline answering.

Q. Did he represent you in any transaction having relation to that charter? A. I respectfully decline answering.

Q. Did he inform you of any transactions he had with any Senators in reference to that charter? A. The same answer.

By Mr. SPRIGGS :

Q. Have you advised or consulted with any one, Mr. Tweed, except your counsel, as to the course you should pursue in this investigation?

A. You say *counsel*, and I say, no; I mean by that, I have talked with some of my friends on the subject — to my family.

Q. Have you talked with any city official on the subject — have they communicated with you on the subject or you with them? A. That I respectfully decline to answer.

Q. Have you talked to them in reference to your refusal to answer any questions which might be put by this committee until after what is known as the "Omnibus Bill" at Albany has been disposed of — have you advised or counseled with them or any one with reference to the course you pursue here, refusing to answer questions, until after the passage of the "Omnibus Bill" at Albany? A. I have not.

Q. Who have you advised with besides your counsel, and I won't include your immediate friends — your family — who have you advised with besides your counsel? A. No one outside of my own counsel and one or two immediate friends.

Q. I do not mean your family, but what friends outside of your counsel have you advised with in reference to what course you should pursue in this examination? A. I have advised with no one in regard to this examination; your previous question did not refer to the examination, did it?

Q. Yes, sir? A. If the word "examination" was used in the prior question I thought it referred to the matter.

By Mr. SHOONMAKER :

Q. Your attention may have been called to a statement in the newspapers that the \$20,000 check was given by you to Hugh Hastings in 1870; was any such check given? A. I respectfully decline to answer, sir.

Q. I think it was answered before? A. I think it was.

Q. Did you furnish or lend to Hugh Hastings \$20,000 at or about that time, to purchase a house in Fifth avenue? A. No, sir, I don't know any thing about Hugh Hastings' private affairs — what he does with his money or what he gets.

Q. If you did furnish a \$20,000 check to Hugh Hastings, do you know what purpose it was to be applied to? A. I respectfully decline to answer.

Q. Mr. Tweed, you have stated in this examination that you have a statement in the hands of the Attorney-General — did you make a proposition yourself in the first instance to make such a statement?

A. Shortly after my arrival — I suppose this is a kind of story — the day of my arrival I communicated with Mr. Townsend, and asked him to call on me; the day after he did; my family advised me I should pursue that course, and I told him a friend of mine had had an interview with O'Connor, and that I thought probably I might be able to make an arrangement by telling all that I knew, and give up all I had, to be once more a free man, and Mr. Townsend advised me to pursue that course. Some ten days afterward I prepared a letter which I sent to O'Connor, of which I saw a copy just now dated December sixth, which letter I understood he transmitted to the Attorney-General; the Attorney-General afterward came here to see me in connection with Wheeler H. Peckham, and desired I should tabulate what I had to say — what I was willing to prove — what I could prove, and hand it to my counsel, Mr. Townsend, to be by him submitted to them, the Attorney-General and Mr. Peckham; this I think was along in February; it was along in the early part of February — it was the latter part of January or early part of February — the preparation of this paper was commenced, I sent to everybody who had books, papers and vouchers of every kind, and obtained all that I could in this State and other States, and some out of the country entirely, and upon them I prepared the statement; I furnished the document and Mr. Townsend put it in form, and the language was agreed upon between us, with the distinct understanding, that no person in the world should understand what was in it unless it was in the public prosecution for the benefit of the people. I did prepare one short statement some weeks ago; it was not sufficient, it was not satisfactory to the Attorney-General; I then went back and examined every thing I could find out or rake out, and gave him a full and thorough idea of every thing I possessed and how I possessed it, and how I could corroborate it, and told them at the same time I had forgotten many things; that I could appear upon the witness stand before a court of law and provide the corroborating testimony, if I had it, so far as was in my power, and hold myself in readiness at all times to obey his orders; also my giving evidence in a good many

suits against the city for a large amount of money ; I also told them while I was in confinement it was a matter of impossibility to get to people or have people come to see me who I desired to talk with upon this subject, who I knew would corroborate me, and who I knew, knew the facts ; that paper was prepared by Mr. Townsend and taken to the Attorney-General on Monday last ; was it not Mr. Townsend ?

Mr. TOWNSEND — I think it was Monday.

The WITNESS — I never communicated any portion of it for publication.

By Mr. SPRAGUE :

Q. Nor authorize it ? A. Nor authorize it in any way ; this matter first commenced the sixth of December, I think.

By Mr. SCHOONMAKER :

Q. Mr. Tweed, had you negotiations with Mr. O'Connor, Mr. Peckham and the Attorney-General, or any of them, or has your statement, as has been furnished by Mr. Townsend, your counsel, which you have described, any reference to legislation at Albany — I mean pending legislative matters at Albany this session ? A. None whatever.

By Mr. TOWNSEND :

Q. Do you mean for the purpose of affecting legislation ? A. I am doing this for the purpose of effecting my release, and nothing else ; I take no interest in politics or any thing else ; I want to get out, but I am like a starling, and want to get out ! want to walk out or be carried out ; and prefer to walk out ; I have preserved people's reputation long enough ! I have never been talked to about legislation this year in any way ; don't know any thing about legislation, but what I see in the papers ; don't take any part in politics, and don't expect to again.

By Mr. BRADLEY :

Q. I want to ask you whether the use of this statement depended upon your release as a consideration or condition ? A. Nothing of the kind, I have no understanding except the letter I wrote to Mr. O'Connor, and its transmission to the Attorney-General, I think it was in December, along prior to which any legislation could be affected that the matter commenced.

Q. I was not inquiring about legislation, I inquired whether the use of this statement depended upon your release — whether your release was a condition of its use? A. My release depended entirely upon whether I could be of more use to the public at large than in the prison now.

Q. You stated something about an arrangement between you, respecting the use of this statement of yours; now the inquiry is whether the use of that, by arrangement, depended upon your release? A. Depended upon my being able to corroborate the statement, as I understand, and prove the truth of them; nothing to do with any other matter.

By Mr. SOHOONMAKER:

Q. The point the Senator refers to by his question is this: Whether the Attorney-General shall be at liberty to make use of the statement unless you should be released? A. Unless I was released the statement was to be returned to Mr. Townsend; and I was astounded to see the article published.

By Mr. SPRIGGS:

Q. Did the Attorney-General promise if you did furnish information and were used as a witness and corroborated your statement, that you should be released? A. Not to me.

Q. What did you mean by giving the information? A. My counsel.

Q. How can you be released if there is not such arrangement between you and the Attorney-General? A. I made no personal arrangement with the Attorney-General.

Q. If you are used as a witness you expect to be discharged; that is your understanding of it? A. That is my understanding.

By Mr. BRADLEY:

Q. You say you were perfectly astonished to see the statement published? A. Yes, sir.

By Mr. CARPENTER:

Q. Do you mean by that, that the statement forwarded to the Attorney-General has been published? A. I do not; I mean to say I was perfectly astounded to see this statement published in the paper; this statement as I stated, there might be a few facts in it, but most of it is fiction.

By Mr. BRADLEY :

Q. Mr. Tweed, is that a copy of the letter to Mr. O'Connor that you referred to, that I show you? A. Yes, sir.

Mr. BRADLEY — That is regarded as in evidence.

The WITNESS — This is a correct copy of the letter I sent to Mr. O'Connor, and was published in Harper's Weekly.

It reads as follows :

[Harper's Weekly, April 14, 1877.]

“ LUDLOW STREET JAIL, *December*, 6, 1876.

“ CHARLES O'CONOR, Esq. :

“ SIR.— I take the liberty of addressing you this letter, in view of the fact that your position as the counsel designated by the State authorities in my matters has professed solely the public good, regardless of any factions or personal interest. Heretofore I have met my troubles with every resource at my disposal. Possibly in a mistaken sense of duty I have stood up too long to shield others as well as myself, bearing such losses and punishments as were meted out to my transgressions and my misfortunes. It was truly more in the interest of others than in my own that litigation and resistance were prolonged. Viewing the manner of my return to the wards of this prison, realizing the events in the city, in the State, and in the nation, which I am brought here to confront, it will not, I hope, seem to be a presumption or insincerity in me to say that I am indeed overwhelmed ; that all further resistance being hopeless, I have none now to make, and only seek the shortest and most efficient manner in which I may make unqualified surrender.

“ It is not my purpose to dispute, or appeal, or further resist the suits which you have against me in the name of the State and the people. I propose forthwith to place at your disposal a full surrender of all I have left of property or effects, and respond at once to such examination in this connection as may assure you and the public of the good faith of this assignment, as well as show the entire amount and disposition of all I have possessed, so far as you may wish it to be detailed.

“ I am an old man, greatly broken in health, cast down in spirit, and can no longer bear my burden. To mitigate the prospect of a hopeless imprisonment, which must speedily terminate my life, I should, it seems to me, make any sacrifice or effort. During the early stages of the suits and proceedings against me I was ready to make

restitution and reparation, as far as in my power. Entanglement with the interests and counsels of others delayed and defeated this. I regret that my means have now become so utterly inadequate. I would not make the futile offer if I had not some assurance, through your published statements, that the vindication of principle and the prospect of permanently purifying the public service are the objects you have in view, as being more desirable than the recovery of money. If in any manner you may see fit to use me in such connection, I shall be only too glad to respond. Trusting implicitly in your high reputation and character, I ask to make only a single reservation — not as regards myself, but wherever others may be concerned. Leaving my personal and property interests to be put to the fullest test of examination and publicity, I would hope to have any matters affecting other persons restricted to your private knowledge and discretion. Knowing as you do every material fact already, it would be unavailing for me further to resist or withhold any details you may demand. I only ask, in qualification of the utmost frankness, that your more reliable judgment shall take the responsibility of publication, and the use of such matters only as may be necessary for the ends you wish to advance.

“For the present I have no legal counsel. I shall not employ any except to act in the spirit of this communication and conform to the usages of the courts. I send this by Foster Dewey, whom I have heretofore employed as secretary. He is directed to receive from you any instructions or suggestions, and answer in detail as to my circumstances.

“I remain, very truly yours.

“WILLIAM M. TWEED.”

JOHN D. TOWNSEND, being duly sworn, testified as follows:

Examined by Mr. SPRAGUE:

The Witness — I would like to make a preliminary statement, gentlemen, that I should feel at perfect liberty to state any thing to you that I know, that does not in any way conflict with my duty as counsel to Mr Tweed.

Q. You are an attorney and counselor at law? A. I am.

Q. You are the counsel for Wm. M. Tweed? A. I am.

Q. How long have you been his counsel? A. I cannot give the date, but I think from the day following his arrival from Spain; a day or two.

Q. Did you on the sixteenth day of the present April, deliver to the Attorney-General at Albany, a paper purporting to be a statement by Wm. M. Tweed? A. I did not.

Q. What was the paper you delivered to the Attorney-General? A. It was a statement not written by Mr. Tweed, nor signed by Mr. Tweed, but a statement of facts which were represented by me as testimony Mr. Tweed would give if required by the people and on condition of his release.

Q. Is that the only statement you have furnished the Attorney-General? A. The only complete statement; I think shortly after my connection with Mr. Tweed, I prepared a letter which, as I understood it, was sent to the Attorney-General, in which in a condensed form is contained some of the matter contained in the last statement.

Q. When did you deliver the last statement? A. It was on the sixteenth of this month, I think.

Q. Where? A. At the city of Albany, at his office.

Q. Who prepared that statement? A. I did.

Q. In what capacity did you prepare it? A. As his counsel.

Q. As whose counsel? A. As Mr. Tweed's counsel.

Q. In what capacity did you hold it? A. As his counsel.

Q. In a confidential capacity? A. Entirely so; except so far as in my judgment it be deemed wise that I should make use of it before it reached him.

Q. Now, before you went to Albany, were the contents of that paper or any of it communicated to any newspaper or newspaper attache? A. None whatever; I was an object of attraction to the reporter, but in no instance, I believe, did I show the contents of it; at any rate I was strictly careful not to do so.

Q. Were the contents carefully kept so as not to be published by you? A. They never left my house until I started for Albany except in my own possession.

Q. When you delivered that statement to the Attorney-General what was the agreement, if any, between you and the Attorney-General as to the making the contents of that paper public? A. A distinct understanding that unless Mr. Tweed be released from imprisonment, and he be accepted for such purposes as he chose to use him for, the paper was to be returned to me without any one seeing it, except such gentlemen as he found necessary to consult with in relation to it, Mr. Peckham, and I do not know but others; that was the understanding.

Q. Did you deliver the statement into the hands of the Attorney-General himself? A. I did, personally.

Q. So far as you are aware, have any of the persons connected with the New York World had an opportunity to see that paper?

A. No, sir.

Q. Or to ascertain its contents? A. Not that I am aware of; I can conceive of no way at which they could have got at the contents of it; I desire to state that there are, to my present remembrance, and I think I can almost say positively, that Mr. Tweed and myself, the Attorney-General and one other person, not taking into consideration Mr. Tweed's private secretary, who, I believe, did see a portion of it not complete, or heard it read, no other person in existence has seen it to my knowledge; I would like to state one thing more in connection with that matter, that my only reasons for reading portions of it and the heading of it to the other person whose name I have not given, was for this reason: The Attorney-General distinctly and positively took the ground that he never would suggest the name or the matter which was to be furnished by Mr. Tweed; what he asked of Tweed was to give a thorough and entire description and statement of all matters he knew of that bore on illegitimate action against the State or city, giving the names of the people, the amounts if he could of the moneys expended in every way; of course that was a very broad thing to start upon, and we had to rely entirely upon Mr. Tweed's remembrance, as to what the different things were; I was very desirous that things should be thorough, and after I had completed all the different things upon which he could give testimony, or remember that he could give testimony, I then went to a gentleman who I will say was prominent, who would be likely to know different things that he (Tweed) might have forgotten, and asked him if there was any thing beyond the positions or rather grounds that we had given or offered evidence upon that he could think of that Mr. Tweed's attention could be called to and he replied "no," and that was the only reason it was shown to him, and he was a gentleman who I am satisfied would not reveal it.

Q. Is he a counselor at law? A. That I cannot state; I have no knowledge.

Q. Was that communication to him under the seal of secrecy? A. It was a communication to him, a statement that I desired it to be a secret, and that I desired no one to know any thing about it until it had been presented to the Attorney-General.

By Mr. SPRIGGS :

Q. Mr. Townsend, have you any reason to suppose that The World or anybody connected with The World knows any thing more about, or more about the statement which you furnished to the Attorney-General than any other newspaper in the city of New York? A. I have no knowledge why they should.

The committee hereupon adjourned to meet at the Fifth Avenue Hotel, at 5 p. m. this day.

The committee met at the Fifth Avenue Hotel at 5 p. m., pursuant to adjournment.

HUGH J. HASTINGS, being duly sworn, testified as follows :

Examined by Senator CARPENTER :

Q. Where do you reside? A. In this city.

Q. What is your occupation? A. I am editor and proprietor of the Commercial Advertiser.

Q. How long have you been such? A. Eight years; I resided in Albany nearly forty years previous to that.

Q. What was your occupation while you resided in Albany? A. An editor; I took an active interest in politics, and always have.

Q. Have you had any knowledge of legislation there? A. I have; thirty-five years.

Q. Do you know Senator Woodin? A. I do.

Q. He was a Senator in 1870 and 1871? A. Yes, sir; I have known him ever since that time; generally saw him in 1870 and 1871.

Q. Are you acquainted with William M. Tweed? A. I am; I have known him twenty or twenty-five years.

Q. During those twenty years, what have your relations with Mr. Tweed been? A. Very pleasant.

Q. Intimate with him? A. Well, to some extent, you may regard them as intimate.

Q. How were they in the winter of 1870? A. Rather intimate, sir.

Q. Were you at Albany much that winter? A. I was there occasionally, sir.

Q. Did you take an interest in the New York city charter, known as the Tweed charter? A. No, sir.

Q. Did you take an active part in reference to any matters of legislation under consideration then? A. The election law I was quite interested in.

Q. Did you go up there for the purpose of urging the act, providing for a new registry law in the city of New York? A. I was there for that purpose; I have been looking after political legislation for the last twenty or thirty years; I want to say this, in the way of parenthesis, that there has not been a political bill of importance, so far as the city of New York is concerned, or the republican party, that I was not supposed to be a very active participant in securing its passage, or, if a democratic measure, to secure its defeat.

Q. Did you have any business transactions with Mr. Tweed in the winter of 1870? A. Yes, sir; I had some transactions with him.

Q. Were they in reference to politics or in reference to the passage of any bill before the Senate? A. No, sir.

Q. Did Mr. Tweed, a few days after the passage of the charter already spoken of, give you a check for \$20,000? A. I don't know whether it was before or after the passage of the charter.

Q. State the time, as near as you can? A. It was some time in the spring of 1870.

Q. Did he give you a check for \$20,000 that winter? A. Yes, sir.

Q. Did you state about the time? A. Some time in the spring of 1870.

Q. What was that for? A. It was a check growing out of business transactions.

Q. Not connected at all with legislation? A. Not connected in any way with legislation.

Q. Did you have any pecuniary transactions with Mr. Tweed that winter with reference to legislation? A. I have no recollection now, sir, that I had.

Q. Did he pay you any money or give you a check for any money, or give you any valuable thing whatever, for the purpose of influencing the vote of any Senator? A. No, sir.

Q. Did you have any conversation with him with reference to Senator Woodin and his vote upon any bill before the Senate? A. No, sir.

Q. That winter? A. Not that I recollect of; I am quite sure I did not.

Q. Did you receive any money or other valuable thing from Mr. Tweed, or anybody else, with reference to Senator Woodin's vote? A. No, sir.

Q. Or any money from him or any other person with any understanding that it was to be used between you and Senator Woodin, or to be given to Senator Woodin? A. No, sir.

Q. Have you read The World of April, 17, 1877? A. I have, sir.

Q. The first column of the first page? A. Yes, sir.

Q. The first two columns? A. Yes, sir.

Q. Is there any truth in the statement contained in that column, so far as they refer to you or Senator Woodin? A. The only truth is in regard to the check.

Q. State what it is? A. "He gave to Mr. Hastings, a check for \$20,000;" I acknowledge the receipt of the check, sir; it was a personal business transaction; nothing to do with legislation.

Q. How is this part of it, "with the understanding also, that the money was to go to Senator Woodin," as to it being true or false? A. It is false.

Q. Did he give that winter any other checks for smaller amounts, or for any other amount? A. There were times when I got checks to get money on from Tweed; that he would say to me, "you get some money;" a small amount of checks you know, and there were checks I received from him in the ordinary proceedings of stock operations; small checks.

Q. Were any of those amounts paid to you for the purpose of influencing any Senator? A. No, sir.

Q. Did you attempt to influence the vote of any Senator by the use of money? A. No, sir.

Q. These amounts or any other? A. No, sir.

Q. Have you any knowledge of Senator Woodin, in any way, having received, from anybody, money in reference to his vote or influence in the Senate? A. I have no knowledge, sir; I only want to say in connection with this, that it is a little extraordinary about the using of money for the passage of the charter when the republican members of the Legislature, according to my recollection at the time, had a caucus and agreed to support this charter; I never could see what the necessity of using money was when they had agreed in caucus; that was my recollection about it.

Q. Were the efforts in behalf of this charter made concurrently with efforts for the registry bill? A. That was part of the condition—part of the conditions when they got that from Mr. Tweed, and I had a hand in that.

Q. There was some concession made by each party, was there —

the republicans toward the charter and the democrats toward the registry law? A. It came up in this shape.

By Mr. SPRAGUE:

Q. Mr. Hastings, will you state how the majority was in the Senate and how many votes you required as you go along? A. You put the question to me in regard to the charter—it assumed this shape: my recollection about it was, the young democracy had a charter, and the Tammany people had a charter, and it was a question with the republican Senators whether the power and patronage of the city of New York should be given to Wm. M. Tweed, Peter B. Sweeney, A. Oakey Hall, Richard B. Connolly and others, or Harry Genet or John Morrissey, Mike Norton, Tom Creamer and others; these were the two parties that represented the two interests, the young democracy and the Tammany interests; the young democracy, my recollection about it was, had not any power to furnish that we could be assured of an election law, and the arrangement was made with Tammany, and hence the passage of the charter; in the House there were only five or six votes against it; in the Senate there were two votes against the charter; the registry law, of course it was hard to press in the democrats, for it was more rigid election law that was required; Mr. Greeley was there; of course the charter was not entirely satisfactory; it was not entirely satisfactory to any of our people, but what could we do? they were in the minority; they had to do the best they could; when I speak of our people, I mean the republicans; and they did, and that is the way the charter was passed and why it was so unanimous.

By Mr. SPRAGUE:

Q. Was the registry law passed at the same time? A. It was passed; yes, sir.

By Mr. CARPENTER:

Q. Did you observe any act or conduct on the part of Senator Woodin that indicated that he was acting from corrupt motives, or under the influence of money, and if so, state what? A. I can say that I have no reason to believe in any way that Mr. Woodin acted from improper motives; could not under any circumstances that he did from any thing I saw.

By Mr. SPRAGUE:

Q. Mr. Hastings, did you yourself receive any compensation from Mr. Tweed with reference to any legislation during the year 1870 and 1871? A. I have no recollection of any; I don't recollect that I did.

Q. When did these business relations that you have spoken of commence? A. I think some time in 1869.

Q. How long did it continue? A. Up to about the time of the organization of the Viaduct corporation, when he and Mr. Belmont and John Jacob Astor, John Taylor Johnston and a number of those men were chosen with Mr. Tweed as directors; that was in 1871.

Q. What time in 1871? A. Up until the exposure; shortly after the exposure; my business was of such a pleasant character with him, and he had done so many kind acts for me, that he asked me to become one of his bondsmen, which I did.

Q. What was the character of that business — the nature of it? A. Sometimes in different speculations; do you propose to go into my private affairs?

Q. No; the general nature of it? A. We had done some little transactions — some stock transactions.

Q. Was that the general character of it? Yes, sir.

Q. General stock transactions? A. Yes, sir.

Q. I will ask of you — I think I am required to — as to the \$20,000 check; what transactions was that given in? A. That was given in different transactions; a part loaned, a part transactions in stock.

Q. For what purpose was the \$20,000 check given to you? A. We had different transactions running along, and I was making some purchases here in town, and I says to him, I would like to have our account closed up, and he wanted to know how much I wanted, and I told him I was going to make a purchase here, and that I wanted \$20,000.

Q. What purchase did you refer to? A. The purchase of my house.

Q. Was that check used for that purpose — toward the purchase of your house? A. I cannot recollect now, sir, whether it was or not.

Q. To whom was that check delivered to by you? A. Van Schaack, the broker.

Q. For what purpose was it delivered to him? A. He was my banker.

Q. Was it deposited with him? A. Yes, sir.

Q. In the ordinary way? A. Yes, sir; in the ordinary way.

Q. And the money drawn out subsequently by you? A. Yes, sir.

Q. Do you say that the entire amount of it was used to make payments upon your house? A. That I could not say—I do not recollect now, for I had an account with Mr. Van Schaack—because Mr. Van Schaack paid seven per cent and the bank didn't pay any, and if I had any money at any time I deposited it with Mr. Van Schaack.

Q. What is Mr. Van Schaack's first name? A. Jenkins.

Q. Does he live in the city still? A. Yes, sir.

Q. Can we find the check and the book, the pass-book and other books connected with the transaction? A. I presume Mr. Van Schaack can tell you all about it.

Q. Have you any documents that will throw light on the transaction? A. No, sir.

Q. Any papers? A. No, sir; I never keep papers.

Q. Can you testify more definitely, as to what was done with the \$20,000? A. No, sir.

Q. Was there any other check given to you by Mr. Tweed for any thing like that amount? A. Not that I remember.

Q. Will you state a little more particularly how such a large check came to be given to you, it was out of the ordinary course of business, was it not? A. No; probably it was.

Q. Between you and Mr. Tweed? A. No, sir; it was simply because I wanted to use the money at that time, and what part I loaned from him, I paid back.

Q. A part of it was a loan? A. Yes, sir.

Q. A part of it was your share of the profits in transactions between you? A. Yes, sir.

Q. You think the bulk of this money was used upon your house? A. I can't tell, for I have no recollection about it.

Q. Was any of it used on your house? A. Mr. Van Schaack probably can tell you.

Q. Do you know? A. I could not swear positively from my account, because I don't know what—

Q. You could not swear that any of the \$20,000 was used towards the purchase of your house? A. Well.

Q. Who did you buy the house of? A. Mr. McKim.

Q. What was his first name? A. I cannot tell you; he lives out in the country, I think; I don't know; I am not certain; I don't know where he does live; I know he went to Europe shortly after he sold the house, and whether he has got back I don't know.

Q. What was his business? A. That I could not tell you.

Q. You bought the house of him? A. I bought the house of Mr. Ludlow, who was his agent.

Q. What Mr. Ludlow? A. Wm. H. Ludlow; I think he is the agent here.

Q. He lives in the city still? A. Yes, sir.

Q. You paid Mr. Ludlow for the house? A. I expect I did; but I paid somebody; the money was paid; I cannot remember whether it was paid to Mr. McKim or Mr. Ludlow.

Q. One or the other? A. Yes, sir; it must have been either the agent or principal.

Q. Do you remember how much in all you paid on the house during 1870 and 1871? A. I should like to know now if this is — I think I have gone pretty far in this, Mr. Senator Sprague; I have given you all the information I can remember in regard to that, but this is prying into my personal business, when I swear positively here that none of that money was paid to any Senator or any one in any shape to influence a Senator.

Q. I want you to testify to it in such a way as that it will be entirely satisfactory to everybody; I may be personally satisfied, but we are endeavoring to satisfy the public upon this subject? A. I supposed all that was necessary to know was to know that none of that money was used on any member of the Senate or Legislature?

Q. Yes, sir. A. Which I swear positively it was not.

Q. If that was corroborated by the circumstances of the case it would be just so much more additional evidence, and that is what I am trying to get, and I trust you will be patient? A. Oh, I am patient, but I think if you want me to tell of every dollar — that I cannot tell, for it was so long ago.

Q. I will be as little offensive as possible, but I would like to have you remember so that you can fortify your statement, if you can; is Mr. Ludlow in the city? A. Yes, sir.

Q. If that \$20,000 did not go towards the purchase-money of that house, what, as you remember, would it naturally have been used for? A. It would have been used in any expenses that I might have incurred in the way of paying debts.

Q. Have you any books or memoranda to show how it was used?

A. No; but I presume Mr. Van Schaack could.

Q. You think Mr. Van Schaack could tell? A. Yes, sir; he was my banker.

By Mr BRADLEY :

Q. I understand that you, at that time, was operating the Commercial Advertiser in the city of New York? A. Yes, sir.

Q. Were you, through that paper, advocating the passage of this bill, known as the Tweed charter? A. I am inclined to think that in common with most of the newspapers of the day, I, to some extent favored it.

Q. What portion of the time, during the period that this bill was before the Legislature, were you in Albany? A. That I could not say sir; I don't remember; I don't think I was there more than one or two days in a week, and probably not as long as that.

Q. Did you, while there, express your approval of this charter bill? A. I think it is more than likely that I did; I think it is quite likely that I did.

Q. To members of the Senate? A. I think it is more than likely than I did.

Q. At that time your relations with Mr. Woodin were familiar and intimate? A. Yes, sir.

Q. Do you recollect of expressing your views to him upon the subject? A. I have no recollection, but I may have; I talked with the Senators generally in regard to that and the registry law, but I cannot remember distinctly of ever having talked with Mr. Woodin on the subject of the charter.

Q. During that period were you in communication with Mr. Tweed at Albany? A. Yes, sir, I was in communication with him; I used to go in his room occasionally and see him; used to see him in the Senate chamber.

Q. Was this charter bill a subject of conversation between you and Mr. Tweed at that time? A. No doubt of it, sir; we talked about it as we did about a good many other things.

Q. Was it understood by Mr. Tweed that your desires were in harmony with his, respecting that measure? A. I think it is likely that it was.

Q. Do you recollect, sir, that you were solicited by Mr. Tweed to do any thing to induce your political friends in the Legislature to

support it? A. It may be that he did; I think it is quite certain that he did, because he was very anxious about it.

Q. Do you recollect that you used your influence that you had with the members of the Legislature? A. My sympathies were in that direction, and I have no doubt I talked in favor of it; that it was the best thing to be done if we could not make a better bargain.

Q. You are not ordinarily neutral in legislation? A. Not generally.

Q. You are quite positive in your views? A. Yes, sir.

Q. Do you recollect now of any conversation with Mr. Woodin upon that subject? A. I may have talked with Senator Woodin, but I have no recollection.

Q. Do you recollect that Mr. Woodin, as a member of the Senate, in reference to this bill, was a subject of conversation between yourself and Mr. Tweed? A. No, sir.

Q. Did Mr. Tweed say to you, or you to him, any thing in respect to any influence that might operate upon Mr. Woodin? A. I have no recollection of it.

Q. To induce him to act in favor of that bill? A. No, sir.

Q. Was Senator Woodin at that time an active member of the Senate? A. Yes, sir.

Q. I mean by an active member, one of the leading members of the Senate of the republican party? A. As much so as Senator Bradley is now.

Q. Were you requested by anybody to use any influence upon Senator Woodin to aid in the passage of that measure? A. I think not; I am quite sure I was not; if I was I have no recollection of it, sir.

Q. Did you understand this was to be a measure of the republicans? A. To the best of my recollection, the republicans held a caucus and agreed to vote for the bill.

Q. Was there any political consideration that you then understood or now know would induce the republicans of the Senate to make it a party measure? A. The inducement was a more stringent election law which was more desired by the republicans than the charter; it was the two years after the great fraud in New York city, when Mr. Griswold was cheated out of his election, and the State given to Horatio Seymour by frauds that are historical, and the republicans were anxious at that time to have a more stringent registry law and election law to protect the ballot-box.

Q. That don't meet the inquiry? A. Put it again?

Q. The question is whether there were any political considerations involved in this charter bill that induced the republicans to make it a party measure? A. The only political considerations that I know of was this more stringent election law.

Q. Well, my inquiry is with a view to ascertain whether there was any thing in this measure standing alone, this charter bill measure, that would induce the republicans to make it a measure of theirs to support? A. My answer to that is, they were in the minority and could not get a charter of their own, and it was a choice as between Mr. Tweed, Sweeney, Connolly, A. Oakey Hall, on the one side, and Genet, Norton, Creamer and Morrissey on the other, and they thought they could do better with Tammany, who had consented to give this more rigid election law — more stringent election law — that was the moving consideration that induced the republicans of the Legislature to vote for the charter.

Q. Were you at that time, politically, in harmony with Mr. Greeley?

A. Well, I cannot say that I ever was in harmony with Mr. Greeley

Q. Was there any thing in the provisions of the bill which made it preferable to the republicans, to what you referred to as the “young democracy” charter bill? A. Well, that I could not satisfactorily answer just now, because my recollections about the provisions of the bill are not very distinct; I only recollect generally.

Q. Do you recollect there were any results to follow the passage of the Tweed charter, which was a consideration for the influence or approval of the republicans of the Legislature? A. What do you mean by consideration, sir?

Q. I mean results that were to follow? A. Political results?

Q. In appointments or otherwise? A. That I don't remember; there may have been, but I have no knowledge of it now; no recollection of it now; there was legislation I know that there was a consideration for, but of that in regard to the charter I don't remember; I can't recollect.

Q. Did you understand during the progress of that bill through the Legislature that money was used to influence members to favor it? A. Will you put the question again, sir?

Q. Did you understand during the progress of that bill through the Legislature that money was used to influence members of the Legislature to support it? A. There was the same gossip and talk that year as there has been for twenty-five or thirty years at Albany, of money being used to buy legislators to go for or against a bill, but

personally I know nothing of any money being used for the passage of the charter ; personally I know nothing of any money being used for the passage of the charter.

Q. Did you learn from Mr. Tweed that such means were being used? A. I never had no conversation with him on that subject that money was being used for that purpose.

Q. Did you learn from him in any way that thing? A. I have no recollection of his ever having told me any thing on that point.

Q. You knew the sentiment of members of your party in the Legislature, respecting that measure, when it first found its way into the Legislature, when it was first introduced? A. I can't remember that distinctly ; I can't remember.

Q. Do you recollect whether there was a change produced in any manner in the minds or views of republicans of the Senate, or any republicans of the Senate, from the time it was first introduced until its passage? A. Yes, sir ; my recollection is, there were several changes of sentiment in regard to it, and the most prevailing change was when it was understood we were to have this registry law — this election law.

Q. Did Mr. Tweed support this registry law? A. My remembrance is, that he did, sir.

Q. How many democrats voted for this registry law? A. That I can't remember, sir.

Q. Did they generally support it? A. It is my recollection there were some democratic votes against it.

Q. You suggested a little historical correction — that Horatio Seymour was counted in and Griswold counted out ; there is a gentleman here from Utica who suggests that is not so? A. I say Horatio Seymour was counted in.

By Mr. SPRIGGS :

Q. *That* year? A. I know.

Q. Was it not Hoffman that ran? A. Who ran for the presidency ; Horatio Seymour? I don't take any thing back.

Q. Griswold counted out? A. I say he was counted out for Governor and Seymour for President ; I am not mistaken about it at all, gentlemen ; my recollection and statement is correct about that.

Q. What were the reasons that you understood gave the Tweed charter the preference among your folks — the republicans of the Senate? A. I thought I had stated that thing.

Q. You stated the two classes of men? A. And then the consideration of the election law, which was to give us some protection down here against the repeaters, which Samuel J. Tilden was manipulating.

Q. Did not the young democracy have strength enough, united with the republicans, to carry the registry law through the Legislature? A. It was evident they did not, because my recollection about it was the leaders caved in.

Q. Didn't they cave in because it had become evident there was no chance for the passage of their "Huckleberry Charter" bill, as it is called? A. You will have to find some of those gentlemen to give you some information on that point more than I can; it was a matter of taste whether we would have Tweed or the other party.

Q. It was a preference of men rather than measures? A. I don't know but it was.

By Mr. SCHOONMAKER:

Q. How many years have you been in attendance upon the session of the Legislature? A. I commenced about 1840 or 1842, along there; I have had a seat in the House, except the two years I was clerk of the Senate; I was there for thirty-five years, certainly.

Q. Up to the time that you moved from Albany to New York city, did you regularly attend upon the session of the Legislature? A. Not regularly; I was there occasionally; you, gentlemen, have not seen much of me, I think, for the last two years.

Q. You were familiar with all the methods and details of legislation? A. I was.

Q. Did you usually take an interest in the passage or defeat of bills in the Legislature? A. An active interest in the passage or defeat of certain bills.

Q. You were in the habit of interviewing members for that purpose? A. I was in the habit of using what little influence I had, advising and directing when I was interested; after I moved from Albany to New York I was at Albany occasionally to look after certain interests.

Q. What knowledge have you of the fact that a caucus was held by the republicans? A. The knowledge of the statement of Senators, and the conference of Mr. Greeley with the Senators who were there.

Q. Were you at the caucus? A. I don't remember distinctly; it

is my remembrance that I was ; I was there, probably, but not in the caucus.

Q. You were near by ? A. Yes, sir.

Q. How long before the final passage of the charter was that caucus held ? A. That I cannot say, certainly ; I cannot remember ; seven years is a great while to remember..

Q. Was it shortly before ? A. It was not long before.

Q. Do you know who the Senators were who advised the caucus to support that measure ? A. I do not.

Q. Do you know who any of them were ? A. I don't ; I can't remember.

Q. Are you able to state what reasons were given in caucus to support it ? A. No, sir.

Q. Had you any knowledge, at the time the Tweed charter was pending, that a pool, so called, was made up in New York with reference to its passage ? A. I have no recollection that a pool was made up.

Q. Do you recollect hearing any thing about it ? A. I have heard so many things about buying and selling the votes that I can't remember that I heard any thing about that ; it may be that I did, but I don't remember it now.

Q. Are you willing to state that you did not learn or hear that a pool of money was made up for the purpose of securing the passage of that charter ? A. I say, distinctly, that I have no recollection.

Q. I understood you to say the \$20,000 check from W. M. Tweed was, a part of it, a loan ? A. Yes, sir.

Q. How much was a loan ? A. I couldn't say, without referring to some memorandums that I may have ; but I cannot remember distinctly.

Q. Can you, in any general way, state about how much of it was a loan ? A. I remember, I think, somewhere in the neighborhood of \$10,000 or \$12,000, was the loan ; probably more than that ; I don't know.

Q. Are you able to state it was not all a loan ? A. No, sir ; it was not all a loan.

Q. Did you give any note or obligation for the loan ? A. No, sir ; that was one of the reasons I went on Tweed's bond, because he had been good natured enough to take my word, and I never forget a friend if he does a service for me.

Q. Did you ever repay the loan ? A. Yes, sir.

Q. At what time? A. At different times; not all at one time.

Q. Can you state in what year it was repaid? A. It was during the next year; running through from the spring of 1870 to some time in the summer of 1871.

Q. Did you make any account or entry in any book in respect to this loan? A. Anybody that knows my business knows I have never kept any account in any way or shape; have not in thirty years; you will look in vain in my books at Albany or here, and you won't find any personal accounts of mine.

Q. Then there were none of these transactions? A. Of course there were memoranda made at the time.

Q. In what was the memoranda made? A. Probably a memorandum I have kept in my wallet.

Q. Have you a memorandum now? A. Oh, no.

Q. You deposited the check with Mr. Van Schaack? A. Yes, sir.

Q. Where was his office at that time? A. Thirteen Broad street, where it is now; still doing business there.

Q. Had you a deposit there at the time you received the \$20,000 check? A. I had, sir.

Q. Are you able to say what amount? A. I could not certainly; sometimes it was large, sometimes small.

Q. Would the book of Van Schaack show when and in what sums you repaid the loan to Tweed? A. No; I think not, because there were some transactions that Van Schaack had nothing to do with.

Q. How were the repayments made? A. Principally money; when parties paid me money I went and paid it to Mr. Tweed; I kept a reckoning in my wallet of the account; I expect Tweed kept an account.

Q. To your knowledge? A. I don't know.

Q. Did you ever have an adjustment or settlement of the account with Tweed? A. Yes, sir; because when I paid him the last amount, I think it was \$500, or some where along there, and closed the account.

Q. When was that? A. Some time in the summer of 1871, I think, sir, according to my best recollection about it.

Q. Did you look over any account or book at that time, to ascertain the result or balance? A. I did not have any book.

Q. Did you and Tweed, or either of you, look over any written

account at that time, to ascertain how the balance stood? A. No sir.

Q. How did you arrive at the balance? A. By a simple memorandum I had in my pocket.

Q. Did you check out any of the money that you received from Tweed upon the \$20,000 check from Van Schaack's banking house?

A. I think it is more than likely that I did; I did not remain there.

Q. Have you the checks? A. No; I think not.

Q. Where are they? A. Well, that would be impossible to say. I don't keep my checks.

Q. Have you ever taken them out of the possession of Van Schaack? A. Oh, yes; we are in the habit of having a settlement every three or four months to see how my account stands, and Van Schaack renders it; I have one here that was rendered a short time ago.

Q. He returns the vouchers to you? A. Yes, sir; he gives me a balance sheet.

Q. I want to know if the checks you drew on Van Schaack in checking out the \$20,000, were returned to you? A. Yes, long ago.

Q. What have become of them? A. They are destroyed. I suppose; I don't keep the checks.

Q. How many checks did you receive from Tweed during 1870? A. I could not say; not more than two or three.

Q. I wish you would be positive? A. I can't be positive; I don't think it may exceed more than two or three.

Q. Did you receive as many as five? A. I think not; I am quite positive I did not.

Q. Are you willing to state, positively, you did not receive six? A. I think I can swear, positively, I did not receive five.

Q. Did you receive four? A. I don't know whether I did or not; think not; well, seven years is a long time to remember, Senator, and I may be mistaken, but I don't think I am.

Q. Was the \$20,000 check indorsed by you? A. That is my recollection about it.

Q. It was payable to your order? A. Yes, sir; I don't know whether the other checks were payable to my order; if it was for an improper purpose I don't think I would have taken the check from Tweed when it was only necessary to say to him, "Mr. Tweed, just send and get the money on that."

Q. What was the price of that house? A. I don't know as that

is the business of this committee; I decline to answer that; I bought the house at a bargain, and I don't know as it is any business of the Senate committee.

Q. Is the deed on record? A. I appeal to the committee if this has any thing to do with the matter before the committee.

Q. You decline to answer? A. I suppose it was put on.

Q. The deed was taken in whose name? A. In my wife's.

Q. What was her first name? A. Mary.

Q. What was the date of that? A. I can't remember.

Q. When recorded? A. I can't tell.

Q. In what year was the deed given? A. I think in 1870.

Q. What was the value of the property at that time? A. You have asked that question in a direct way, and I declined to answer it, because I think it none of the business of the committee to know what I paid for my house.

Q. Was the purchase of that house in any manner connected with your operations with Mr. Tweed? A. It has the same relation it has with any other business operations I have; it was no business transaction with Mr. Tweed; Tweed had nothing more to do with it than you had; Mr. Tweed, I don't think, knew any more about it than you did; I have no recollection that he did; he may have known that I was going to buy a house, but he had nothing to do with it, in any shape.

Q. Did any of the men with whom Tweed was operating have any thing to do with the purchase of that house? A. No, sir.

Q. Were you acquainted with a person by the name of A. D. Barber, in 1870? A. Yes, sir.

Q. How long have you known him? A. A great many years.

Q. Was he at Albany during the session of the Legislature in 1870? A. Quite likely he was; I must have seen him there; I could not be positive; I may have had conversation with him, but I don't recollect.

Q. Do you recollect having any conversation with him in reference to the passage of the Tweed charter? A. Very likely I did, but I don't remember distinctly.

Q. What was Barber's business at the Legislature? A. Well, I am not positive; I could not swear positively.

Q. What was it reputed to be? A. He was reputed there to be looking after certain interests.

Q. Was he reputed to be a lobbyist? A. He had that reputation, sir.

Q. How long had he had it? A. I could not say how long.

Q. Are you aware whether or not any money or valuable thing was placed in his hands to influence the passage of the Tweed charter? A. No, sir; I have no knowledge; I had no conversation with him on that subject; I had no recollection that he had any with me, but he may have.

Q. Did you hear any conversation he had with any other person on the subject of the passage of that charter? A. I can't recollect that I did, sir.

Q. Did you need any private memorandum or document of any kind on that subject? A. No, sir.

Q. Do you know of any person who used money in any form to secure the passage of that Tweed charter? A. I don't know, sir.

Q. Do you know of any person who used money or valuable thing to influence the republican caucus to support that charter? A. I don't, sir.

Q. Did you, in any way, learn or hear that money was used for that purpose? A. I heard all sorts of stories, such as I hear; I heard the talk there is about every Legislature and about every Senator.

Q. Did I understand you to state that in 1868 one Samuel J. Tilden was manipulating the repeaters in New York city? A. You did, sir; I make that statement — that he was knowing to the performance that was going on here in the city.

Q. Do you state that he was manipulating the repeaters in New York city? A. I repeat that he was knowing what was going on here in regard to the frauds.

Q. Will you answer the question? A. I will answer the question, that as chairman of the democratic State committee, he was in the receipt of money from Tweed, and so admitted himself, and that money was used for election purposes, to procure the majority that was procured in New York city and State; is not that manipulating? I state, as chairman of the democratic State committee, the manager and disburser of the money of the party, that that money was used for the purpose of bringing about the results that were produced in this city and State, and that Mr. Tilden was knowing to it.

Q. Is that what you mean? A. Yes, sir.

Q. That Mr. Tilden was knowing to what? A. Knowing to the general management in regard to what was to produce the big result here in this city.

Q. Do you state that of your own knowledge? A. Of course, I was not a member of the democratic State committee, but I stated it from my general information — from my general information of the men who acted with Mr. Tilden in that committee.

Q. Then do I understand you to state that you have or have not any personal knowledge of the fact that Samuel J. Tilden was manipulating the repeaters in New York city? A. I could not, because I was not acting with the democratic party.

Q. Then you have no personal knowledge on the subject? A. Only from general report of men connected with the democratic party, who knew of the movement; it was extorted from Mr. Tilden in the Tweed trial, that he received from "my dear friend, Mr. Tweed," five thousand dollars for election purposes.

Mr. SPRAGUE — It seems to me, gentlemen, this discussion is entirely unprofitable.

Mr. SCHOONMAKER — The witness was permitted to volunteer a remark entirely foreign to the investigation, and he was not rebuked, and I claim the right to show what there is of this thing, whatever it may be.

Mr. SPRAGUE — The answer was not responsive to my question that was put, and I am willing it should be stricken out.

Mr. SCHOONMAKER — It may be useful to show the animus of the witness.

Mr. SPRAGUE — It may be proper for that purpose.

By Mr. BRADLEY :

Q. Did you check the \$20,000 out at one time? A. No, sir.

Q. Did you repay Tweed any portion of this by check? A. Of that I have no recollection; I can't tell.

Q. Do you recollect that you gave to Tweed any check during 1870 or 1871? A. I can't remember distinctly.

Q. Do you remember that you ever gave him a check? A. I am certain, but I cannot recall it now.

Q. So you have no recollection as to the manner you say you paid Tweed this money you loaned of him? A. Yes, sir, I have; I paid him mainly in money as I received it; I have answered four or five times; as parties paid me money I went to Tweed's office.

Q. Do you recollect now whether you paid any part of it in money, as distinguished from check? A. Yes, sir.

Q. You don't recollect whether you paid him any part of it by check or not? A. I can't recollect distinctly about it.

Q. Had you at that time any other place of deposit upon which you drew checks, except Van Schaack? A. I think not.

Q. If you gave to Tweed any check, it was a check drawn upon Van Schaack, or upon his bank? A. No; yes; I might have had somebody else's check; I can't recollect now; I was doing some considerable business in stocks, more or less.

Q. So that you would not be apt to recollect as small a matter as this — the detail of it? A. No, sir.

Q. Did you buy any stocks of any part of this money that you got of Tweed? A. I could not say; it went with the general fund.

Q. You were engaged along in the spring of 1870 in buying stocks? A. I think I was, sir.

Q. Do you recollect of delivering any of those stocks you purchased? A. We don't do business in that way; the broker does that.

Q. Whether this stock was purchased for the benefit of any member of the Legislature? A. No, sir; nor any portion of it.

Q. Did you deliver to any person, or cause or permit to be delivered to any person, any stock for the benefit of any member of the Legislature? A. I did not, sir.

Q. In 1870? A. I did not.

Q. Did you purchase any stocks, or cause to be purchased any stocks, the proceeds of which went to any member of the Legislature? A. No, sir; not at any time; there were times when I had some transactions with other parties, gentlemen, in town, no way connected with the Legislature; nothing to do with it at all.

Q. At the time you received any of these checks from Tweed was there any understanding with him respecting what disposition should be made of the checks or of the proceeds? A. No, sir; except on one or two occasions that he got me to get the money on his check for him that he wanted to use.

Q. In short, do you mean to say that all the money and all the checks that you received from Tweed were obtained for your own purpose and benefit? A. Yes, sir.

Q. And that no other individual was involved? A. No other individual, to the extent of a dollar.

By Mr. SPRIGGS:

Q. In addition to the political advantage which you and your political friends supposed you would gain by the support of the Tweed

charter, namely, the obtaining of a stringent registry law of the city of New York, did you also obtain another political advantage, to wit, the retaining of Auditor Bell in office? A. I had forgotten about that when the Senator asked me about it, but there was some consideration of that kind.

Q. Auditor Bell was retained? A. Yes, sir.

Q. Was there also the other political consideration that Vivus W. Smith, inspector of salt at Syracuse, was retained? A. I think we had something to do with it.

Q. If it had not been for some political manipulations both of those men would have been removed; the democratic party had the power to remove them and did not do it? A. I have an indistinct recollection of something of that kind, sir.

Q. I understand you answer fully in regard to the \$20,000 check; there never was any consultation between you and Tweed in reference to Senator Woodin, in any way connected with that check or the proceeds of it? A. No, sir.

Q. You never had any conversation with Mr. Woodin about giving him money or loaning him money, or in any manner connected with money in regard to his action in the Legislature, whatever? A. Never; in no way during his whole term in the Legislature.

Q. Particularly in 1870? A. Particularly in 1870.

Adjourned to Monday, 10 A. M., April 23, 1877.

NEW YORK, *April* 23, 1877, 10 A. M.

The committee met, pursuant to adjournment; all the members of the committee present:

NOAH DAVIS, being duly sworn, testifies as follows:

Examined by the CHAIRMAN:

Q. Where do you reside, judge? A. In the city of New York.

Q. You are now occupying the position of justice of the Supreme Court? A. I am.

Q. How long have you been justice? A. Four years.

Q. The present term? A. Four years.

Q. What office did you hold immediately preceding your election? A. United States district attorney for the southern district of New York.

Q. What position did you hold in 1870 and 1871? A. That office.

Q. Did you take any interest in political matters at that time? A. I did, more or less.

Q. It has been represented to some of the committee that in the year 1870 or 1871, or about that time, you made a speech at Lockport, in this State, in which you charged certain republican members of the Senate of 1870 in receiving money or being influenced in some corrupt way in regard to their votes upon the charter passed in the winter of 1870, known as the Tweed charter; now, I will ask you if you made any political speech that year, in 1870 and 1871, in which reference was made to the members of the Senate of 1870 and 1871? A. In 1871, I believe it was, I did make a speech at Lockport, or rather at a private conference of members of the republican party; I made a talk, which I didn't call a speech, in which I did make allusions of that character.

Q. In reference to certain Senators? A. In reference to a certain Senator; I think no other was mentioned.

Q. Had you any knowledge of your own that any Senator, and when I say Senator, I mean a member of the Senate of 1870 and 1871, had acted corruptly in voting upon the measure known as the "Tweed charter?" A. No knowledge of my own.

Q. It was simply hearsay? A. Derived entirely from information from others.

Q. Was that information which you received connected in any manner with Senator Woodin? A. Not in the least.

Q. No reference was made to Senator Woodin? None whatever.

Q. It was entirely in reference to another Senator, or other Senators? A. Entirely in reference to another Senator.

Q. Well, then, you heard no charge whatever against Senator Woodin? A. No.

Q. Nor any intimation? A. Never.

Q. You say that your remarks had no reference whatever to Senator Woodin? A. None whatever, nor had I any information bearing upon him in the slightest degree; I think it is due to Senator Woodin that I should say that in all that I have heard from various sources touching that matter, his name has never been mentioned as one of the parties or Senators who were improperly influenced in their action in that matter.

NORRIS WINSLOW, being duly sworn, testified as follows:

Examined by Mr. BRADLEY:

Q. Where do you reside, Mr. Winslow? A. Watertown, New York.

Q. How long have you been a resident of Watertown? A. For thirty-four years.

Q. What has been your business for the last ten years? A. In merchandise, real estate, banking.

Q. During what period were you in the banking business? A. From about 1864 until 1875; 1876.

Q. Were you at any time a member of the Senate of New York? A. Yes, sir.

Q. During what time? A. The sessions of 1870, 1871, 1872, 1873.

Q. During that time was William M. Tweed a member of that body? A. He was; the first in 1870 and 1871; in 1872 and 1873 he didn't occupy his seat.

Q. Had you been acquainted with William M. Tweed before you became a member of the Senate? A. No, sir; never saw him.

Q. You became acquainted with him, did you, when you became a member of the Senate? A. Yes, sir; as I did with all the Senators.

Q. Your relations with him were those of intimacy? A. No, sir.

Q. Were they such that you had communication with him; conversation with him? A. Only such as we had in the Senate chamber; in public places.

Q. Were you at his room or rooms? A. Never was at his rooms, except at committee meetings, or on occasions when there were members present on business pertaining to legislation; meetings of committees, or something of that kind.

Q. Were you a member of a committee on which he was a member? A. Yes, sir; the committee on charitable and religious societies; he was a member of that committee.

Q. Were the meetings of that committee held at his room? A. Most of them, I think.

Q. Was that committee called together quite frequently? A. Occasionally; yes, sir.

Q. Who were the other members of that committee, Mr. Winslow? A. I think it was Senator Banks?

Q. Who else? A. Tweed.

Q. That committee continued the same during the sessions of 1870 and 1871? A. To my recollection, yes, sir.

Q. Was William B. Woodin a member of that Senate, of 1870 and 1871? A. Yes, sir.

Q. Had you known him previously to your becoming a member? A. I had not.

Q. What were your relations with Mr. Woodin -- socially I mean -- were they intimate? A. They were not; no, sir; no more so than as we met in the Senate during the session of the Senate.

Q. Were you members of the same political party? A. We were; yes, sir.

Q. What was that? A. The republican party.

Q. Do you recollect that there was a bill before the Legislature, of the session of 1870, known as the Tweed charter? A. Yes, sir.

Q. Did you give any special attention to that bill, or its provisions? A. No, sir.

Q. Did you, during the time that bill was in the Senate, become familiar with its provisions? A. Somewhat; yes, sir.

Q. You voted in favor of the passage of that bill? A. I did.

Q. Was it regarded, or made, a republican measure in the Senate? A. It was understood between republicans that they would support the bill, in consideration of the passage of the registry or election law.

Q. In what manner was this understanding reached? A. In meetings.

Q. Was there a caucus held? A. Yes, sir.

Q. Was there a caucus called for the consideration of that bill by the republican members of the Senate? A. I don't know as the call stated that it was for the consideration of that bill, but there was a caucus, and the matter was brought before it.

Q. Was the caucus held for the purpose of considering that bill? A. There were other matters, I think, brought before the caucus; especially the registry bill I think was discussed before the caucus.

Q. Were you aware before that caucus assembled that this bill was to be considered by it? A. I don't know that I was, except in conversation about the Senate chamber that there would be a caucus called and the question would be before it, and that Mr. Greeley would be present.

Q. How long before the passage in the Senate of that bill was that

caucus held? A. I couldn't state the exact time; it was within two or three days.

Q. Will you say it was longer than one day before? A. I couldn't give you the time exactly.

Q. Could you say the charter did not pass the day following this caucus that you speak of? A. It was within — to my recollection it was within a day or two; I could not tell from memory the exact hour.

Q. Do you recollect that any republican members of the Senate had, or had not, come to the conclusion to support that charter before that caucus was held? A. I don't know, sir, that any of them had come to any such conclusion.

Q. Had it been a subject of conversation, or of discussion, among the republican members of the Senate, outside of the Senate, I mean before that caucus was held? A. I don't recollect of any such conversation outside of the Senate chamber.

Q. Do you recollect whether it was or was not opposed — whether there was any opposition of the republicans of the Senate up to the time of that caucus — do you recollect any thing about that? A. I don't.

Q. Were all the republican members of the Senate in that caucus? A. I couldn't say that they were all there; they were all, or nearly all, present.

Q. Was William B. Woodin at the caucus? A. I think he was.

Q. Do you recollect whether he took any active part in the caucus respecting this bill? A. No more so than others.

Q. The Tweed charter, did you take an active part on that subject in the caucus? A. I didn't.

Q. Did any republican member of the Senate take an active part? A. Not that I recollect; most of the time of the caucus was taken up by Mr. Greeley, who was present.

Q. What position did Mr. Greeley take? A. Mr. Greeley's anxiety was that they would cheat us on the passage of the registry bill, and he was very anxious that the passage of that bill should be secured before the charter was passed.

Q. What I desire to ascertain is, whether Greeley was opposed, expressed himself in opposition of the passage of the Tweed charter? A. He didn't.

Q. Didn't? A. No, sir.

Q. Expressed himself upon the subject for or against it in that

caucus or in that meeting? A. His expression was that with the registry law it was decidedly the best thing to do; had so stated in his paper.

Q. Did you understand, in short, that Mr. Greeley was in favor of the passage of that charter? A. I did, sir.

Q. At that time? A. And had received such communication from him.

Q. Did any other person, not a member of the Senate, have any thing to say at that meeting on the subject of the charter? A. I don't recollect anybody else being present.

Q. Did you have any conversation with William M. Tweed on the subject of the charter? A. Not a word, sir.

Q. At any time? A. Not at any time, nor at any place.

Q. Did you have any conversation with any one, not a member of the Senate, upon the subject of the passage of that charter? A. Not any, sir.

Q. Before its passage did you receive any communication from any person, not a member of the Senate, upon the subject of the charter? A. I didn't, except the letter which I had from Mr. Greeley.

Q. Did any person talk with you, solicit your aid or support of that charter? A. They did not.

Q. Did you understand that any means were used to obtain the support of any member of the Senate to that bill? A. I don't quite understand your question.

Q. Did you understand that any means were used to obtain the support of any member to that bill? A. Except the arrangement that was made that we support—that the registry law should be passed.

Q. Did you understand that any money was used for that purpose? A. I didn't.

Q. Or any valuable thing whatever? A. I did not.

Q. During that session, and before the passage of that charter, was any money placed in your hands by anybody? A. Not one farthing.

Q. Or any check? A. Nothing of the kind.

Q. For the payment of money? A. No, sir.

Q. Was any promise, or any statement, made to you that any consideration would be given or furnished? A. There was not.

Q. You saw an article that was published in the New York World of April 17? A. Yes, sir.

Q. Upon the subject of the passage of that charter? A. I have read the article.

Q. The statement in that paper is to the effect that \$200,000 was placed in your hands to be used to secure the passage of this charter, and the money was to be divided between certain members of the Senate, of whom William B. Woodin was one, was that amount or any amount of money placed in your hands, or transferred to you in any manner? A. There was not; the statement is false in every particular; there is not one shadow of truth in it.

Q. Did you have any conversation with Mr. Woodin on the subject of the passage of that charter? A. I did not.

Q. None whatever? A. None whatever.

Q. Did you give to Mr. Woodin any money, or any thing of value, that winter? A. I did not.

Q. The spring of 1870? A. Nor any date.

Q. Did you understand that any means were used—any corrupt means were used—to produce the passage of that charter bill? A. I did not.

Q. Did you receive any thing whatever to influence you to oppose what was known as the “young democracy charter,” the “Huckleberry charter?” A. I did not.

Q. Did any person talk with you on the subject of that charter bill? A. No, sir.

Q. Did you learn the provisions of that bill? A. Yes, sir.

Q. Why did you give your support to the Tweed charter in preference to the young democracy charter? A. Because of the registry law.

Q. Was there any thing in the provisions of the Tweed charter which made it preferable in your judgment? A. It was pronounced by the republican press generally as a preferable charter; it was so considered; to my judgment it was preferable.

Q. Do you recollect that in the outset the republicans were opposed to the Tweed charter? A. I don't.

Q. After it was introduced into the Legislature? A. I don't.

Q. Do you recollect that there were any changes amongst the republican members, or any of them, in their views during the time the Tweed charter was on its progress through the Senate? A. No, sir; Senator, right here I would like to explain, that during that portion of the session of 1870 I was very much out of health and spent nearly all the time in my room, except such as I was present at the session, and was necessarily absent a considerable of the time,

and consequently would have a very little time to talk or consult with.

Q. Then I can get only your understanding; do you understand that the republican members of the Senate were in favor of the passage of this charter from the outset, from the time it was first introduced? A. They were, as I understood; they were, provided they could get what Mr. Greeley called "our share," which was the registry law.

Q. Was the registry law introduced prior to the introduction of the Tweed charter? A. I could not say whether it was introduced prior to the charter, but it was perfected and passed before the charter.

Q. Before the charter passed? A. Before the charter passed.

Q. At the time of this caucus the registry bill had been passed then? A. No, sir; it hadn't been.

Q. Do you understand that the democrats of the Senate were opposed to the registry bill? A. Some of them were, I think.

Q. Was Mr. Thayer a member of this caucus, in this caucus that you refer to? A. I don't remember whether Mr. Thayer was present or not; I have the impression that he was not, but I could not say positively.

Q. After you made this a party measure, did you understand any reason why Mr. Thayer did not give it his support? A. No, sir.

Q. There were enough members of the Senate who were supporters of the young democracy charter, with the republicans of that body, to pass the bill, were there not, to pass the registry bill? A. I think if they had all voted for it they would.

Q. Do you recollect, sir, that there were any provisions in the Tweed charter that were preferable to young democracy charter? A. My recollection is that, at the time, it was considered a preferable charter.

Q. Now, sir, didn't you understand that Mr. Greeley was opposed to this Tweed charter, and opposed to its passage? A. I understand he didn't oppose its passage; I understand he didn't oppose it.

Q. Didn't you understand he made a speech there before the committee in opposition to it, before its passage? A. Mr. Greeley made a speech before the committee, but it was not in opposition to its passage.

Q. Was it in favor of the passage of it? A. I so considered it; yes, sir.

Q. Do you know of any money being paid by anybody to William B. Woodin during that session? A. I don't.

Q. Do you know of any communication between him and Mr. Tweed on the subject of that charter, before its passage? A. I don't.

Q. Do you know, sir, of any influences being used in any manner, except those you have stated, to produce the passage, or aid in the passage of that charter? A. I don't.

By Mr. SCHOONMAKER :

Q. Mr. Winslow, I would like to ask you a few questions: Who introduced the registry law in the Senate? A. I couldn't tell you.

Q. When was it introduced, I mean with reference to the introduction of the Tweed charter? A. My recollection is, Senator, that it was an Assembly bill; it passed the Assembly and come to the Senate.

Q. Then I ask the question, when was it introduced in the Assembly with reference to the introduction of the Tweed charter? A. I couldn't say, sir.

Q. Was it before or after the introduction of the Tweed charter? A. If my recollection is right, the charter had been introduced some time in the lower House before it passed that body; that could be ascertained by the journal, I suppose.

Q. Had the registry bill passed the Assembly before the Tweed charter passed the Senate? A. It must have passed.

Q. Do you recollect that it had? A. It could not have been otherwise, because it come to the Senate and was amended and passed by the Senate before the charter.

Q. You say the registry bill was amended in the Senate? A. I so understand it; yes, sir.

Q. Which political party had the majority in the Assembly that session? A. The democrats.

Q. Did you understand that this registry bill in the Assembly was a party measure? A. I understood it was supported by republicans on the same ground.

Q. As a party measure? A. The same grounds that it was by the Senate, as a compromise for the passage of the charter.

Q. I am speaking of the registry bill? A. Yes, sir.

Q. You understood the registry bill was supported in the Assembly prior to any action upon the Tweed charter in the Senate, upon the

ground of a compromise in respect to the two bills? A. That is my recollection, though I don't know positively.

Q. Can you state how long before action on the Tweed charter in the Senate the registry bill passed the House? A. It must have been several days, because the registry bill had been in the Senate, and considered in the Senate, and amended and passed, and returned to the Assembly, and the amendments concurred in before the charter passed the Senate.

Q. Do you remember what amendments were made in the Senate? A. I don't, only with a view to make it more stringent.

Q. Do you recollect to whom that registry law gave power to appoint inspectors of election? A. I don't now; it is a good while to remember.

Q. You are not able to tell whether that bill gave the power to the mayor of New York or not? A. I think it did not.

Q. Did you give any attention to the details of that bill? A. Yes, sir; I think I pretty thoroughly understood them at the time.

Q. What committee had charge of that bill in the Senate? A. I couldn't say.

Q. What committee were you on in the Senate, besides the committee on charitable and religious societies? A. The committee on banks.

Q. You was not on the committee on cities? A. No, sir.

Q. Do you remember that a charter had been introduced in the Senate for the city of New York, before the introduction of the Tweed charter, and that it had passed that body? A. I didn't understand you, Senator.

Q. Do you recollect whether or not the young democracy charter, so called, had been introduced in the Senate, and had passed that body before the Tweed charter was introduced? A. I don't think there was any such charter passed.

Q. Do you recollect whether it had been introduced in the Senate or not? A. I don't.

Q. Do you recollect that Senator Michael Norton introduced that charter in the Senate? A. My recollection was, it had been introduced in the House.

Q. I speak of the Senate? A. I could not say whether it had been introduced in the Senate or not.

Q. Do you remember two other measures that the so-called young democracy had in the Senate that winter, one in relation to the super-

visors of the county of New York, and another, a bill to provide for the reorganization of the police department of the city of New York?

A. I remember of such bills, but my impression is they hadn't been introduced in the Senate, but had been in the House.

Q. Then you don't recollect that all, or any, of those bills passed the Senate before the Tweed charter was acted upon? A. I think they didn't pass the Senate.

Q. Do you remember at what stage of the progress of the Tweed charter through the Senate you became favorable to it? A. I don't know that I had expressed any opinion as to my support until the caucus.

Q. You think you had expressed no opinion prior to that? A. In fact, I hadn't been in my seat for a few days.

Q. Had you taken any position, or reached any conclusion, in respect to the Tweed charter, before the republican caucus? A. I had not.

Q. Was your own action in respect to that charter influenced by the action of the caucus? A. It was, but more particularly by Mr. Greeley.

Q. In what respect did Mr. Greeley influence your action? A. By personal letter, and by articles in the Tribune, and personal interview.

Q. Have you the letter with you? A. I have a copy of it, sir.

Q. In manuscript? A. No, sir; it is printed in a circular.

Q. Will you allow me to look at it? A. Yes, sir. [Copy produced.]

MR. SCHOONMAKER — There is no objection to the letter being in, I suppose?

Q. You state the letter of Mr. Greeley was the chief thing that influenced your action? A. Understand me; that, and the articles published for several days previous in the Tribune, and the personal interview with Mr. Greeley at the time he was in Albany, and his speech before the committee on municipal affairs.

Q. The printed copy of the letter in this pamphlet you know to be correct, I suppose? A. I think so.

Q. Suppose you read it, and let the stenographer take it? A.

“NEW YORK TRIBUNE,
“NEW YORK, *March* 27, 1870. }

“DEAR SIR.—It is indispensable that, out of the present feuds in the Legislature, we get an honest election law. That is our share,

and we must not fail to secure it. The bearer, Judge Waterbury, is a democrat of the anti-Tweed stamp, who can indicate the reforms which are needed. I pray you hear and heed him.

“Yours.

“HORACE GREELEY.

“Hon. N. WINSLOW, SENATE, ALBANY.”

Q. Who is the person referred to as Judge Waterbury in that letter? A. It was a gentleman from New York.

Q. Was it Nelson J. Waterbury? A. I understood it to be so; yes, sir.

Q. Did he deliver the letter to you? A. He did; yes, sir.

Q. Did you have an interview with him? A. I did not.

Q. Did you have any conversation with him on the subject of the election law? A. My impression is that he came there with the election law, and I think we had his bill, or the provisions of his bill, before our caucus.

Q. Was he present at that caucus? A. I think not.

Q. You say you think you had the provisions of his bill before your caucus; were they considered and acted upon by your caucus? A. I think that the important ones were embodied in the bill.

Q. You mean the important provisions of the Waterbury bill? A. Yes, sir.

Q. Were embodied in what? A. In the registry law.

Q. Was there another registry law besides the Waterbury law? A. My understanding of it was that the registry law had been introduced in the lower House; whether it was the same one, I don't know, but Mr. Greeley, at the time of our caucus, suggested amendments, which I understood to be those which had been suggested by Mr. Waterbury; still I only had that from inference, that they were the same.

Q. Do you recollect now whether or not any of the provisions of the Waterbury election law were incorporated in the bill as it was finally passed? A. My impressions are that they were.

Q. Can you recall any of those provisions? A. No, sir; I could not, from memory.

Q. Who were the Senators in the republican caucus who took an active part? A. I don't know that I could name any one, particularly.

Q. Well, did any Senator or Senators take an active part in advising

the republican Senators in respect to their action upon the New York city bills? A. As I said before, most of the time of that caucus was taken up by the remarks of Mr. Greeley.

Q. Did Mr. Greeley make any remarks in respect to the Tweed charter? A. His remarks were, as I said before, nearly all confined, as he said, to the danger of our being cheated, unless we secured the registry law first.

Q. Do you now recollect that he said any thing in respect to the Tweed charter? A. I don't, there in the caucus.

Q. I mean in that caucus? A. No, sir; only to advise that it was the best thing to do, if we get the registry law, to pass it.

Q. You state that he did give that advice? A. Yes, sir, I do, most emphatically.

Q. And no republican Senator, whose name you can now recollect, gave any advice upon the subject? A. No, I could not call names; it was a good while ago.

Q. Do you recollect whether any republican Senator did make any remarks or suggestions, or give any advice in favor of the Tweed charter? A. They must have been or they would not have been —

Q. I ask you if you recollect? A. I recollect the general conversation; I could not recollect the words of any republican at that time.

Q. Do you mean to be understood, Mr. Winslow, as stating that the conclusion at which that caucus arrived was due to the influence of Mr. Greeley and his remarks in favor of the Tweed charter? A. I don't know as it was entirely to his influence, but it certainly had its weight; it did with me.

Q. Do you remember or know whether any conversation had taken place with Mr. Tweed, before that caucus was held, in reference to the caucus? A. I don't get your question.

Q. Do you know, as a fact, whether or not any conversation had taken place between Mr. Tweed and any of the republican Senators in respect to that caucus before it was held? A. No, sir, I don't; it was stated in the caucus that we could have our registry law if the charter was allowed to pass.

Q. Who stated that? A. I couldn't tell you.

Q. Did you state it? A. No, sir, I didn't.

Q. Did Senator Woodin state it? A. Not to my recollection; I think not, however.

Q. Did Mr. Greeley state it? A. I wish to say again that I couldn't

tell you the names of the parties who made the statement, but it was a matter of general conversation in the caucus; Mr. Greeley occupied considerable time in reiterating how we had been cheated in previous elections.

Q. That we don't care any thing about here; was there any thing said in that caucus in respect to the position or views of Senator Tweed? A. I don't remember that there was.

Q. Or in respect to the action of democratic Senators? A. It was stated there that they would give us the registry bill if we would give them the charter.

Q. Was that fact known that they would do that? A. It was so understood.

Q. Did you know it as a fact? A. I only knew it from the statements made that it was so.

Q. From what statement? A. From statements made in the caucus.

Q. By whom? A. By different members.

Q. Did you make the statement? A. I didn't; I didn't take an active part in the caucus; I was very much out of health at the time.

Q. Then you are not able to state now who made any such statement in the republican caucus? A. No, sir.

Q. Did you learn, in any way, Mr. Winslow, that a fund of money had been raised in New York city, or elsewhere, to influence the action of either branch of the Legislature, in respect to New York city legislation at that time? A. I didn't.

Q. Had you heard any thing on that subject? A. I had not.

Q. Do you know of any pecuniary consideration that influenced the action of any republican member of that caucus? A. I don't.

Q. Or that influenced the action, or was given for the purpose of influencing the action of any Senator in voting upon those New York city bills, or any of them? A. I don't.

Q. What did you understand by the expression in Mr. Greeley's letter, "Judge Waterbury is a democrat of the anti-Tweed stamp?" A. I understand that Mr. Waterbury was very tenacious about the election law, that is my impression about it; I don't know what particular position he held in the democracy.

Q. I only ask you what you understood by the expression, "a democrat of the anti-Tweed stamp?" A. I don't know what he had reference to there.

Q. Did you understand that Mr. Greeley was hostile to Tweed and his legislation? A. I didn't; no, sir.

Q. What pamphlet is this? A. That controversy I had; it is an answer to an article that Greeley published in his paper.

Q. This was your response? A. It is; mostly extracts from The Tribune.

Q. What was your business, Mr. Winslow, when you was elected to the Senate in 1869? A. I was banking, and real estate, in a small way.

Q. What position in the bank did you hold? A. I was a private banker.

Q. Where was the bank located? A. Watertown.

Q. What was it called? A. "Merchants' bank, N. Winslow, banker."

Q. Was any one associated with you in the bank? A. No sir.

Q. You were alone? A. Yes, sir.

Q. Had clerks, I suppose? A. Yes, sir; cashier.

Q. Where did you keep or make your deposits during the year 1870? A. At the National Trust Company in this city.

Q. In the city of New York? A. Yes, sir.

Q. I mean your personal, individual deposits? A. At the National Trust Company in New York.

Q. In 1870 I refer to? A. Yes, sir.

Q. Did you make any deposits there in March or April of that year? A. I presume I did.

Q. Do you recollect whether you did or not? A. It is very probable that I did; I could not give you the date now.

Q. Where is the office of that company located? A. Corner of Broadway and Warren streets.

Q. Did you make or keep any deposits at any other place during that year? A. No, sir, only a small account at home, that I received there, for rents, etc.

Q. Has your account closed with the Trust Company? A. No, sir.

Q. Still have an account? A. Still have an account.

By Mr. BRADLEY:

Q. Mr. Winslow, I understood you to say that it was stated, that if the republicans of the Senate would support the Tweed charter, they could have the passage of this registry law; now, I want to ascertain from you, who that arrangement was made with? A. I

couldn't tell you, sir ; it was stated in our caucus that we could have the registry law, providing the charter was passed, and Mr. Greeley was very tenacious about securing the passage of the registry law, for he reiterated, time and time again, that they would cheat us ; that we could not rely upon their statements, and that we must have the registry law first.

Q. You must have understood that somebody had assumed to make an arrangement for the democratic members of the Senate ? A. I couldn't tell you who.

Q. Have you any sort of recollection now, who made that statement in your caucus, as you call it ? A. I have not ; no, sir.

Q. Who was the leading member of the Senate on the democratic side that year ? A. Well, there might be a difference of opinion as regards to who was.

Q. Your opinion — you were there ? A. My opinion would be, that it was Senator Hardenburgh ; he was one of the ablest men there were in the Senate ; Senator Murphy was a very prominent man.

Q. Did Mr. Tweed have any controlling influence there ? A. Yes, sir ; he had great influence.

Q. Did you understand there had been any caucus of the democratic members of the Senate, and that out of that had come this arrangement, or this undertaking ? A. That was my understanding of the case ; yes, sir.

Q. Well, you don't understand now that the democrats generally in the Senate supported the registry law, do you ? A. I think the majority of them did ; I could not give the precise vote.

Q. Do you recollect, sir, whether the registry bill had the support of any of the members of the Senate who were known as the young democracy ? A. I don't recollect.

Q. Are you able to say that it had the support of any member of the Senate who was opposed to the young democracy — any democrats ? A. It must have had in order to get the majority to pass it.

Q. Did you understand, then, it was Tweed and anti-Tweed democrats in the Senate ? A. My impression is that quarrel had been pretty well cooked — healed up by that time.

Q. Mr. Greeley published his card in his paper, did he not, in reference to his conversation with you, and his action before the Senate committee when considering the Tweed charter ? A. I think not, sir ; it was in regard to a statement I made during the canvas that he published his card.

Q. I ask you if Mr. Greeley used this language: "Mr. Winslow does not even assert in his last card that he ever asked him to vote for Tweed's charter. The best he can do is to pick out of the Tribune a few disconnected sentences, and so put them together as to seem or pretend to have made out a qualified approval of, or acquiescence in, that charter, or parts of it, as preferable to no reform whatever. Thus he misuses my speech before the Committee on Cities at Albany, when he knows perfectly well that the speech was against the Tweed charter, and that any fair report proves exactly that. He does not attempt to deny my express statement that, in the only conversation I ever had with him on the subject—that in the side room of the Senate chamber on the evening before the charter passed—I said all that I could against any republican support of that contrivance, urging that its triumph would surely defeat us; and insure a sweeping democratic victory in the fall, as it did." Did Mr. Greeley publish that statement in a card? A. He did, but it was not supported by any evidence.

Q. I don't ask whether it was true or not, I ask whether he published that? A. Yes, sir.

Q. Did he also say "I believe Messrs. Joseph B. Varnum and William Laimbeer were present at that conference—at all events, the Hon. Francis S. Thayer, Senator from the thirteenth district, who heartily concurred with me, is still living near Albany, and will, I cannot doubt, confirm my statement to the letter. I am sure I never spoke to Mr. Winslow in favor of any charter, except at this conference, and then I did my very utmost to persuade him to vote against it. But Mr. Tweed's arguments proved more cogent than mine; if any wonder why, Senator Wood's case, when concluded, will doubtless show.

"H. G."

Q. Was that in this card? A. It was in The Tribune, but it is not the facts.

Q. Mr. Winslow, you have extracts from The Tribune in that document that you have there? A. Yes, sir.

Q. Will you refer to any extracts of The Tribune showing that paper advocated the passage of that Tweed charter in 1870 that you claim shows that; read it if you please; give the date of it if you can? A.

[FROM THE TRIBUNE, THURSDAY, MARCH 31, 1870.]

CHARTER REFORM AT ALBANY.

The Tweed-Sweeney municipal charter was yesterday driven through the Assembly at railroad speed, according to programme.

It now comes before the Senate, where its fate is in the hands of the republican minority. We entreat them to accord it their careful, deliberate scrutiny. It is an improvement on the original Frear charter, and we think, also, on that which was killed last week. It is eminently right in dislodging from office our present boards of aldermen and assistants. * * *. Above all, beyond all, before all, give us a law which shall henceforth secure to the legal voters of our city their constitutional right to choose their own rulers. All else is nothing to this! We have been ruled by ballot-box stuffers long enough. Make it certain that every legal elector's vote shall count exactly one wherever he sees fit to cast it, as the law directs, and that no other vote shall be cast at all, and we can live under almost any charter; without this, no charter can do us any good. We entreat the republican Senators to look sharply to this point. It is the Thermopylæ of the struggle. Trust not to their professions, we are sick of them. * * *. Vote with any faction, for any charter, that will protect us against illegal votes. You cannot be too rigorous in dealing with those who have degraded our elections into a revolting farce, by stuffing half the ballot-boxes with illegal votes and falsifying the votes cast in the remaining districts by fraudulent returns. Vote for any charter that will protect us from a repetition of these frauds and for none that leaves us exposed to their perpetuation!

Q. Do you understand that after that charter passed, at some time, Mr. Greeley asserted in his paper that he opposed its passage, do you not? A. Yes, sir.

Q. And that when at Albany he made a speech against it; you understand that he asserted that in his paper after its passage? A. Yes, sir; but he did make the speech in favor of it.

Q. Have you any copy of his speech made at Albany? A. A portion of it; yes, sir.

Q. Where? A. In this paper in my hand.

Q. Refer to it? A. I was going to read another extract that you referred me to.

Mr. BRADLEY — I don't see any thing in that particularly either way.

Mr. WINSLOW — He says, "We are not here to ask you to reject it."

By Senator CARPENTER:

Q. Does that refer to the charter? A. Yes, sir.

Mr. WINSLOW — You spoke about reading some other extract?

MR. BRADLEY — I am not particular, unless you desire to read it.

MR. WINSLOW — There is another that I would like to read, two others.

[FROM THE TRIBUNE OF FRIDAY, MARCH 25, 1870.]

“It is idle to talk of any real, practical, abiding reform of our municipal rule which does not begin by purifying our ballot-boxes. So long as these are stuffed with illegal votes, or their verdict is falsified by fraudulent returns, we shall have corrupt, profligate, plundering rulers. The stream cannot rise higher than its fountain, and elections, vitiated by wholesale frauds, never did and never will result in honest, frugal rule. No reform of our municipality can be worth a straw which is not based upon elections by legal voters, each voting but once at any election. Until this point is conceded and secured, it matters very little what professions are made, what reforms are engrafted on our charter, or what popular indignation is aroused by some flagrant official villainy. Aldermen elected by the votes of criminals (and every illegal voter is a criminal), will be the tools of the felons to whom they owe their power, and he is a fool who imagines that such will or can be a terror to evil-doers, or helpful to any good. Whosoever professes to seek municipal reform, yet will not co-operate in securing honest elections by legal voters only, is a hypocrite and a swindler.”

[FROM THE TRIBUNE OF WEDNESDAY, MARCH 30, 1870.]

THE NEW CHARTER.

“The people of our city will not have leisure carefully to examine the provisions of the proposed new charter for this city. We call the attention of our readers to the following important points in this new instrument: 1. The board of aldermen is to be composed of fifteen members, to be elected on a general ticket. This will be a very great improvement on the other plan, and will probably result in turning to the board men of good repute. We think that respectable and trustworthy men can be induced to accept a nomination on a general ticket who will not now permit their names to be mentioned in connection with the board. All along we have insisted that this was a change essential to the good government of this city. 2. A unanimous vote of the board of aldermen is made necessary for every increase of salary and for the creation of new offices. 3. The street and Croton aqueduct departments are united into one department, called the department of public works, with one responsible head,

instead of four, as at present. 4. A department of docks is created for the purpose of improving our river front and providing accommodations commensurate with the trade of our city. It is said that the board of docks is to have the powers set forth in the several bills that the citizens' association has had introduced in the Legislature from time to time. 5. The municipal government is made a symmetrical whole. All the heads of departments are appointed by the mayor without any concurrent vote of the board of aldermen ; and the mayor has power to impeach heads of departments, and, after conviction, to remove them from office. Heads of departments cannot be removed without cause. 6. The members of the various commissions hold their positions by appointment by the mayor. 7. The commissions are deprived of their metropolitan features, but the other features are retained. 8. The mayor will have the power of giving our people good municipal government, and will be responsible for whatever of bad government may still exist.

The above are the general features of the proposed city charter, and from these it can be seen that it has points of decided superiority to our present wretched anarchy ; but we must insist that an efficient election law, whereby fraudulent voting shall be prevented and punished, is the first requisite of our present condition ; no municipality chosen by repeaters and ballot-box stuffers can be honest or beneficent.

Mr. WINSLOW — With the committee's permission, I will read a short extract from his speech before the Committee on Municipal Affairs.

By Senator SPRAGUE :

Q. Was that speech made before either the registry bill or the charter was passed ? A. Yes, sir ; the following are extracts from what Mr. Greeley said.

Q. Let me interrupt you by asking where you derived that copy from ? A. From The Tribune.

Q. It is copied from The Tribune ? A. Yes, sir.

“ I feel very certain I speak the minds of a majority of that meeting (held in New York,) when I say they do not wish to be regarded by your committee as either advocates or opponents of the document now before you ”—

Senator SPRAGUE (interrupting) — What was that ? A. That was the Tweed charter, then under consideration before the Committee on Municipal Affairs.

“They ask me to appear as one of their number to set forth certain amendments they wish to be made to that charter; but they do not offer them in any factious spirit, nor do they desire to be understood by you or by any member of the Legislature as enemies of the charter reform. On the other hand, they ask me to appear before you and assure you that reform is an especial necessity of the city; and as they regard this document as embodying many excellent advances to reform. We are not here to ask you to reject it; we ask you to improve it; we ask you to adopt certain amendments that will make it more useful and more efficient, as we think, than it would be in the state in which it was first presented. * * *

Now, in presenting to you the programme of resolutions which were adopted at that meeting (somewhat hastily, I admit), I shall refer to the first item on this card, which, indeed, lies at the foundation of what I have to say to-day. It appears to me to be not only the most important, but it ought to be the first contained in any measure for the reform of our city government, that is, the purification of our election. I don't care if an archangel were to make a charter for the city of New York, and then you were to elect by ballot-box stuffers, it would not be possible to have an honest government. Burke said that the foundation and aim of all good government was to get twelve honest, impartial men into a jury box. In the same way I say that the foundation of all reform in the government of the city of New York must be the conviction that every legal voter is at liberty to cast one ballot into the ballot-box, and that no one else can cast any ballot whatever. If you have secured us that, you have secured us the thing we most need. * * *

We are anxious then, first of all, that there should be such an election law as should embody these principles: First, that the receiver is as bad as the thief; that the man who incites or suborns men to vote illegally should be punished at least as severely as the person whom he incited to vote.”

By Mr. BRADLEY:

Q. That is not all the speech he made there? A. The extract, substantially the whole of it; yes, sir.

By Mr. SPRIGGS:

Q. Was it after Mr. Greeley made that speech before the committee that he appeared before the republican caucus? A. Yes, sir.

Q. And in conversation that you had with him there, you were

satisfied that he was willing that the republican members should vote for what was known as the Tweed charter, providing you could get the registry act ? A. Certainly.

Q. The thing he most impressed upon you was, to get the registry act first ? A. As he said, "Not let them cheat you."

Q. The thing he most impressed upon you was to get the registry act first ? A. Yes, sir.

Q. That was done in accordance with his views, as you understood them ? A. Yes, sir.

By Senator SPRAGUE :

Q. Mr. Winslow, were those articles that were published in The Tribune, and which you claim to be favorable to the Tweed charter, published before the registry law was passed or after ? A. Before.

Q. When, with reference to the passage of the registry law and the Tweed charter, was the article published stating that Mr. Greeley was opposed to the Tweed charter ? A. It was two years after ; I think it was during the session of 1872 that this article was published where he states he was opposed to it, after the abuses in New York — the frauds in New York.

Q. When did Mr. Tweed leave his seat ? A. At the close of the 1871 session.

Q. Have you had any communication with him since that time ? A. I have not seen him since, nor had any communication with him whatever.

Q. Has he sent any check to you or you to him ? A. No, sir ; he has not.

Q. Has Mr. Tweed, to your knowledge, sent any message to you, or information ? A. No, sir.

Q. Or check to you, from that time to this ? A. He has not, from that time to this.

Q. Nor have you to him ? A. I have not.

Q. Have you had any communication with Senator Woodin since the session of 1871, with reference to the Tweed charter ? A. Let me understand you, Senator.

Q. Have you had any communication with Senator Woodin since the passage of the Tweed charter, with reference to it ? A. We have talked the matter over, and discussed articles that have been published in regard to it, in the Senate when we were there.

Q. Have you had any talk with him since this article was pub-

lished in The World ? A. I have not seen him, nor had any communication from him in regard to it.

Q. Nor sent any communication to him ? A. Nor sent any communication to him.

Q. When you entered the Senate in 1870, was that your first experience as a legislator ? A. It was ; yes, sir.

Q. Had you known Senator Woodin up to that time ? A. Never had seen him in my life.

Q. Was it his first session there, as you understood ? A. I understood it was ; yes, sir.

Q. As Senator ? A. As Senator.

Q. Where did you board ? A. I boarded at the Delavan House.

Q. Where did he board ? A. I couldn't tell you.

Q. Did he board at the Delavan House ? A. My impression is that he boarded at Congress Hall.

Q. He didn't board at the Delavan ? A. I don't know ; I couldn't tell you whether he did or not, but my impression is that he boarded at Congress Hall, and I think he has always boarded there.

Q. Were you on any committee with him ? A. I was not.

Q. During that session did you visit his room ? A. No, sir ; I was not in his room.

Q. Was he ever in your room ? A. No, sir ; he was not ; we were not particularly friendly ; while we were not enemies, we were not warm friends.

Q. Did you remit any money from Albany during that session ? A. No, sir ; remit ?

Q. To any place ? A. No, sir.

Q. Did you send away any checks or drafts from Albany ? A. No, sir ; I did not.

Q. Did you receive any money in Albany, excepting what you drew as your legal and lawful pay from the Senate ? A. No, sir.

Q. Can you tell upon what this allegation, this corruption upon your part, is based ; have you any idea yourself where it originated, or how it was originated, or what it is based upon ? A. I know, Senator, it was based upon falsehood ; where it originated I don't know.

Q. Do you know any circumstances out of which it might have grown ? A. No, sir ; not a shadow of any circumstance out of which it could have been formed.

Q. Did you, during that session, deposit any money with any

bank, or any person, excepting your own bank at Watertown, and this National Trust Company in New York? A. I didn't.

Q. How much was the democratic majority in the Senate at that session of 1870? A. I think they stood fourteen to eighteen; fourteen republicans to eighteen democrats.

Q. How many members were there of what was known in the Senate as the young democracy? A. My recollection is they started out with four, but very soon dropped down to one.

Q. They were hardly powerful enough, in conjunction with the republicans, to carry any measure in opposition to the other branch of the democracy? A. It was understood they hadn't the power to aid us in securing any legislation we wished.

Q. Your only resource, then, was with the other branch of the democracy? A. Yes, sir.

Q. As you understood it? A. As I understood it.

Q. Can you give us any other facts or circumstances throwing any light upon this inquiry? A. I don't know that I can.

By Mr. BRADLEY:

Q. Have you learned in any manner that any money of any amount was deposited or transferred to your credit in any bank or banking office in the city of New York, deposited during that winter or spring of 1870, deposited to your credit by any parties? A. There was none.

Q. Or transferred to your credit in any bank? A. There was none in any bank in New York, or anywhere else.

Q. Did you have a bank account at any place excepting at this bank mentioned, National Trust Company, in New York city? A. No, sir.

Q. Or elsewhere out of Watertown? A. No, sir.

Q. Did you have any credit there, or any amount of money other than the money that you sent there yourself or deposited there yourself? A. Not to my knowledge; no, sir; no, I didn't.

By Senator SCHOONMAKER:

Q. Who are the officers of that company? A. Darius R. Mangam is president; chief executive officer.

Q. He is president? A. Yes, sir.

Q. Who are the other officers? A. Thomas W. Shannon is vice-president.

Q. Who is the cashier? A. J. O. Cruikshank is the present secretary.

Q. Secretary and treasurer? A. Secretary.

Q. Does he act as treasurer? A. There is no treasurer, I think.

Q. Who is the officer that has charge of the books? A. I think the president or secretary; either one took charge of the books.

Q. What was the compensation of members of the Legislature in 1870? A. We got three dollars a day, sir.

By Senator CARPENTER:

Q. Mr. Woodin, you are aware, is a gentleman who takes rather a leading part in discussions in the Senate at the present time? A. Yes, sir.

Q. What was his position in that respect, in 1870? A. He didn't take a very active part.

Q. Did he make any speeches during that session? A. I don't recollect now of his making but one, and that he read from manuscript.

Q. What part of the session? A. That was in the earlier part of the session; it was in relation to the sectarian appropriations, which were being discussed considerably at that time.

Q. He occupied the position of a modest member then, did he, in contradistinction from an active debating member? A. Yes, sir; for the first year.

Q. What was your position there in that respect? A. I don't think I could have been called a leading member.

Q. Did you take an active part in the discussions or not? A. No, sir; I didn't take an active part.

Q. Did you at the caucuses of the party? A. No, sir; I didn't.

Q. How was it with reference to Mr. Woodin? A. I don't recollect that he did take a very active part; there were members of the Senate that were older and had much more experience, and the lead naturally fell upon them.

Q. How many were there there that had served during previous years on the republican side? A. Really I don't know without seeing the list to count up; there were quite a number.

Q. Who were the ones who took a leading part in the discussion of the bill before the Senate? A. Senator Kennedy, of Syracuse, of the Onondaga district, was the prominent member.

Q. Was Senator Chapman a member? A. Senator Chapman was a member.

Q. Did he take an active part in the discussions? A. Yes, sir.

Q. Was Senator Parker a member? A. Yes, sir.

Q. Do you remember others who took an active part and who had been there the previous session? A. I could not recall the names without seeing the list.

Q. Were there many or not republican Senators there who took a more active part than Mr. Woodin? A. Oh, yes, sir; I think all the old Senators took a more active part in legislation than any of the new ones.

Q. Didn't you ever talk with Mr. Woodin at all in reference to the Tweed charter? A. Never did, except in public caucus — public places.

Q. In the Senate chamber, did you talk with him? A. I don't think I did; I am sure I did not have any talk with him.

Q. Your relations then were not very cordial? A. No, sir; they were not.

Q. During the time? A. No, sir.

Q. Was the caucus in reference to the Tweed charter a caucus of Senators, or republican Senators and republican Members of Assembly? A. It was a caucus of Senators; the only party present that I recollect of was Mr. Greeley that was not a member of the body.

Q. The paramount desire, then, was to secure the passage of the registry law? A. Yes, sir; by all; beyond all.

Q. Was it or was it not supposed that that law could be passed, unless the Tweed charter was also passed? A. I didn't quite understand you.

Q. Did you or did you not suppose that that could be passed, unless the Tweed charter was passed? A. We knew it could not be passed without the Tweed charter; we were powerless to pass such an act.

Q. Is that the only inducement that led you to vote for the Tweed charter? A. It had slipped my mind before; it was understood that there was an arrangement that ex-Senator Bell, who was then Auditor of the Canal Department, should be allowed to remain in his place; there had been a bill introduced previous to that to legislate him out of office.

Q. Did you regard it as a good charter or a bad one? A. As a good charter; we so regarded it; yes, sir; it was supported by nearly the entire republican press of the country, to my recollection.

Q. What were your pecuniary circumstances when you went to the Senate in 1870? A. I suppose I was pretty well to do in the world, for the place I live.

Q. Did you have more property at the end of the year, in 1870, than you had the first of January of that year? A. No, sir; I don't think I did.

Q. Did you buy real estate during that year? A. I might have bought some; I was constantly dealing in real estate.

Q. But taking your real estate and personal property together, did you regard them at greater value at the end of the year than at the beginning? A. No, sir; I don't think they were of any more value.

Q. Did you have, at any time during that session, any understanding with Senator Woodin, by which he was to receive any money or any valuable consideration for any vote he might cast for any measure before the Senate? A. I didn't; or with anybody else.

By Senator SCHOONMAKER:

Q. Mr. Winslow, did you operate in real estate in the city of New York? A. No, sir.

Q. Did you acquire the title to any real estate in the city of New York in 1870? A. No, sir.

Q. Or was any real estate held by any person for your benefit? A. There was none.

Q. You stated, Mr. Winslow, that the reason given for a more stringent election law was, it was charged there had frauds been committed a year or two before in the city of New York? A. Yes, sir.

Q. Are you aware, after the passage of that more stringent registry law, the same charges were made in respect to subsequent elections? A. I don't know, Senator, that I have heard of an election in several years but what there has been more or less charges of fraud.

By Senator BRADLEY:

Q. Up to last fall? A. I think I have heard of some slight errors in connection with last fall election.

By Senator SCHOONMAKER:

Q. Outside of this case, I believe all hands agree that was a very pure election; you don't remember of hearing charges made that similar frauds had been committed in the city of New York, under the election law of 1870? A. No, sir; I had supposed we had a pure election.

By Senator SPRAGUE :

Q. Mr. Winslow, in 1870 did you make any investments, or were any investments made on your account, in lands, or bonds and mortgages in western States ? A. No, sir.

Q. When you say that your relations with Mr. Woodin, during the session of 1870, were not cordial, do you mean by that simply that they were not intimate, or that there was some disagreement or want of good feeling between you ? A. There was a little want of good feeling between us.

Q. When did that originate ? A. During the session ; he had on one or two occasions interfered, I thought, with my legislation — legislation that pertained to my district — in a manner which I took exceptions to.

Q. What is ex-Senator Bell's first name ? A. James A.

Q. Where does he live ? A. His home is at Dexter, N. Y., in Jefferson county, but he is away from there a good deal, somewhere near New York.

Q. Wasn't there some other official who was either put in place or retained in place as a part of the consideration of the passage of this charter ? A. Oh, yes, sir ; the salt inspector of Syracuse, I think was.

Q. What was his name ? A. Really, I could not tell you.

Q. Where does he live, do you know ? A. I don't know, sir.

By Senator BRADLEY :

Q. You didn't deal in stocks any in 1870 in New York ? A. Not to any amount.

Q. Were any stocks transferred to you that season ? A. No, sir ; there were no stocks nor nothing of value in any shape or form transferred to me.

Q. Did you deal in stocks that spring in New York ? A. I don't recollect whether I did or not ; I think not, however.

WILLIAM H. HURLBERT, being duly sworn, testifies as follows :

Examined by Senator CARPENTER :

Q. Where do you reside, Mr. Hurlbert ? A. In New York city.

Q. What is your occupation ? A. Editor-in-chief of the New York World.

Q. It is a newspaper published in the city of New York ? A. Yes, sir.

Q. Is the paper which I hold in my hand and exhibit to you, the paper which you refer to? A. It is.

Q. The first three columns of it contain what purport to be Tweed's confession, do they not? A. They contain what is an abstract as I believe of Mr. Tweed's confession.

Senator SPRAGUE—In regard to the examination of Mr. Hurlbert, I desire that he should be confined to what he knows, not what he has heard, or supposed; to his knowledge in regard to any thing he testifies to, especially in regard to that article.

Q. That article is headed "Tweed's confession—the story of his guilt, and who shared in it," is it not? A. Yes, sir.

Q. Did you write that article? A. I did not, sir.

Q. Did you cause it to be published in The World? A. I did.

Q. Are these statements therein contained matters of your own knowledge? A. They are not.

Q. You have no knowledge as to whether they are true or false? A. I have every reason to believe—

Senator SPRAGUE—No.

Q. No, I ask you if you have any knowledge? A. No, I have no knowledge, of course.

Q. Were the two first columns sent to you from Albany? A. Partly.

Q. How much of those two columns was sent from Albany; I refer to The World of the date of April 17, 1877? A. Without an accurate measurement there I couldn't tell you.

Q. About how much, if you will look at it; please look at the paper and tell as nearly as you can? A. I cannot form an accurate idea how much; probably the best way to satisfy your mind on that subject, if you wish me to do so, would be to inform you precisely how that was made.

Q. Well, perhaps you had better do it in a more formal way in answer to questions? A. Very good.

Q. Can you state about how much of that was sent to you from Albany? A. I really cannot attempt to give the portion accurately, for I have not even considered it.

Q. Should you think half of it was? A. I should think possibly that half of it might be.

Q. More or less? A. That I really cannot form any idea of.

Q. Did you see what was sent from Albany? A. I did.

Q. Examine it? A. I did.

Q. Was the remainder put in, in your office? A. The remainder was put in, in my office.

Q. Which part of this was sent to you from Albany? A. I really could not tell you at this moment which part; as I said before, I can tell precisely how that was made, and the authority for it so far as I had it.

Q. I suppose we are rather confined to rules of legal evidence, Mr. Hurlbert, in this investigation; we are not in a court of law, but I suppose similar rules, or the same rules should apply so far as legal evidence is concerned? A. I don't wish to conceal any thing from you — the process by which that is furnished.

Q. Did you have any knowledge in regard to the truth or falsehood of the statements sent to you from Albany — any knowledge of your own? A. Merely my confidence in the persons of whom I got them.

Q. No knowledge of whether they were true or false? A. No, sir.

Q. Did you, in regard to the allegations inserted in your office? A. I had no knowledge at all in regard to my own knowledge; confided on my confidence in my informant.

Q. Who forwarded the statement to you from Albany? A. I had two correspondents at Albany that night, and both of them forwarded a part of it.

Q. Who are they? A. Calkins is one, and Mr. Shanks is another.

Q. Hiram Calkins? A. Hiram Calkins.

Q. What is Mr. Shanks' name? A. That I really don't know.

Q. Is he connected with the newspaper in Albany? A. Yes, sir; he is one of our correspondents there.

Q. Does he wear a long mustache? A. I never have seen him; he is an employe of the office.

Q. What part did Mr. Calkins send? A. That I couldn't tell you without going over the whole thing minutely and coming down to this question, and possibly not then; I don't even know whether Shanks sent any thing that night or not; it is a part of his regular duty to send, and whether he sent that night I cannot tell you; I know Calkins sent, for I have his telegrams, and a number of them; in fact I have one of them in my pocket.

Q. I wish you would state which part of it — glance your eye over that — that you know he sent? A. I cannot be sure about that.

By Senator SPRAGUE:

Q. Down to what point? A. Down to what point? I must be allowed to explain.

Mr. SPRIGGS — I object to that.

Q. Down to what part did he send? **A.** I cannot tell you now; may I be allowed to make the explanation?

Q. No; I prefer that you answer the question? **A.** That is really all that I can say.

Mr. ASHABEL GREEN — Gentlemen, I want to say that I am only here as counsel for Mr. Hurlbert; I only desire to see that he does not go outside of the rules that he should adopt.

The CHAIRMAN — I suppose we examine the witness and not the counsel; we extended that privilege Saturday, and I think we ought to do it with any other persons.

Q. Were any names sent by Mr. Calkins in that communication? **A.** Yes, sir; I think there were one or two.

Q. Only one or two names? **A.** Yes, sir; that is my impression; I won't be sure about that.

Q. Please state what you know he sent you? **A.** As I repeated before, I regarded Mr. Calkins merely as one of the employes of the office, and I didn't pay any particular attention to his communications, in contradistinction from the main basis of statements, so that I really cannot tell you that; it made a very little impression on my mind whether he sent the names or didn't send the names.

Q. Well, then, do I understand you that he sent you a comparatively short dispatch? **A.** He sent me several dispatches.

Q. Containing not more than half there is in the first two columns of *The World*, on the first page? **A.** That is my impression.

Q. And that from those several dispatches you made up this statement, published in *The World*, dated at Albany, from rumor or caprice? **A.** No, sir; not from rumor nor yet from caprice.

Q. But without any knowledge of your own, I say; I am not asking what other people told you? **A.** From the character of the persons from whom I received the information that I published, that is all.

Q. Did you complete the article yourself, Mr. Hurlbert? **A.** It was completed under my direction.

Q. Was any thing forwarded to you by the Attorney-General, in reference to it? **A.** Nothing was forwarded me by the Attorney-General.

Q. Who filled up the article? **A.** An employe in my office.

Q. What was his name? **A.** Mr. Smith.

A. What is his first name? **A.** Ballard.

Q. Was there any inducement held out to you to insert that article in your paper? A. I hold out to myself the inducement to get the best news at the earliest moment.

Q. Were you urged to do it by any persons in New York city? A. I was not.

Q. You did it entirely of your own motion? A. I did it absolutely at my own will and pleasure.

By Mr. BRADLEY:

Q. Mr. Hurlbert, are you willing to state the sources of your information which produced that article? A. If you will kindly explain what you mean by "sources."

Q. I mean the means that you have had — the means of information? A. I am willing to explain the process by which I obtained that information.

Q. Well, I make the inquiry what they were? A. The process was a very simple one; it was a matter of common rumor in the city, about a month ago, at the clubs, and everywhere else where people talk about such things, that Mr. Tweed had made, or was about to make, a statement giving a full history of the ring, so called, and the names of the persons connected with it; inducements he held out to them for their action; in short, the whole history of it for the purpose of obtaining his liberation; that was a matter of common rumor in this city; I happened, in the course of business, having no connection whatever with Mr. Tweed, nor, in fact, with politics of a local sort, to visit the gentleman, and, in the course of conversation with him incidentally, out of some allusion that was made to the information, my correspondent, Mr. Jennings, from London, had telegraphed me about Mr. Hall, I expressed my regret that Hall should be in such an unfortunate position as he has put himself into; this gentleman then said to me, "you must not make any mistakes about Mr. Hall, because if he really was concerned in this ring —

Senator BRADLEY — I don't understand who it was.

Mr. SPRIGGS — I thought it was Tweed.

The WITNESS — I asked what he meant by that, he said: "To my knowledge there will be positive evidence of the fact before long that Mr. Hall did receive a per centage of the spoils of the ring," I was shocked to hear that, because, like a great many other persons in the city—

Mr. SPRIGGS — Senators, I must insist that this is not evidence, what somebody may have said, not what somebody may have told you.

The Witness — I beg your pardon, I thought you wanted to know the process ; I thought you wanted to make it perfectly clear.

Senator SPRAGUE — Go on and state what was done by you.

The Witness — The reason of my making the statement you will see in a moment ; as soon as I heard this by this gentleman, I asked him what he meant by it.

Mr. SPRIGGS — I object to that kind of evidence ; we don't know who the gentleman is, whether he is a gentleman of character ; it might have been for various purposes, and we insist that this investigation should not be thus conducted, or any such evidence given.

Senator CARPENTER — I think it will be better for him to give the sources of information that lead him to act, giving the names.

By Senator **BRADLEY** :

Q. Can you, without repeating the conversation, make an intelligent statement of the process by which this information was obtained, and the sources from which it was derived ? **A.** In my judgment it was necessary for me to have gone on and make that perfectly clear.

Mr. SPRIGGS — I submit that he give the name of the parties from whom he received the information upon which he founded this article.

Senator BRADLEY — Are you willing to do that ?

Senator CARPENTER — We are not disposed to doubt your word, but we prefer to have the statements from them.

By Senator **BRADLEY** :

Q. Whether you are willing to state the names of the persons with whom you had this conversation ? **A.** I have just stated that the conversation I had with this gentleman was in his own — under his own roof — in consequence of the visit which I paid to him, and, therefore, it is quite obvious, I think, that it is quite impossible for me to give his name.

Mr. SPRIGGS — I insist that the examination should not be proceeded with any farther if we cannot have the name of the party who furnished the information.

By Senator BRADLEY:

Q. State the sources and process by which you obtained information, without repeating the conversation, if you can? A. The sources; as I said before, I don't understand the meaning of that word; what I meant to say was, the process was a very simple one; having ascertained from the gentleman in question, for whose character I have the most entire respect, that he had himself seen such a document, and having seen myself in the paper, I think in the New York Express, three or four days after that of the thirtieth or thirty-first of March, a paragraph which pretty plainly intimated that the person who wrote that had either seen or communicated with somebody who had seen a similar confession, covering the same grounds, I said to myself at once, as a journalist, it is perfectly obvious that this document is in existence in some way or another, and it is perfectly obvious that it will be brought out to the public eye by somebody, and I propose to be that person, if possible; and I thereupon took farther steps to that effect, as I suppose every other journal in New York did or ought to have done.

Q. You have stated now, as fully as you can, without disclosing the name of the gentleman who communicated this to you? A. I think I have.

Q. You prefer not to state his name? A. Nothing would induce me to state his name — as a matter of personal honor I consider it — of the gentleman who gave me the information under his own roof in a conversation which tends to your advantage.

Q. I understand you decline to state it? A. I do.

Q. Did you see the statement — a statement which you have referred to — did you see a statement purporting to be made by Mr. Tweed? A. I did not.

Q. Your article then, as I understand you, was based upon communication made to you by some other person than Tweed? A. My article was based upon notes procured from a gentleman in whose character I have confidence, and who informed me he had seen that document.

Q. Did you see any vouchers, memoranda, checks, or any thing of that character, out of which this information was obtained? A. I did not.

Q. Is there any farther information you can give the committee on the subject than that you have given them? A. Nothing but what

the committee might themselves collect from general conversation and rumor in New York.

Q. From any thing you have seen ? A. No.

By Senator SPRAGUE :

Q. Mr. Hurlbert, in this article, occupying nearly the whole of the first two columns of The World, of April seventeenth, I find this statement : " Of course Mr. Townsend is debarred by professional etiquette from giving any evidence of the substance of his client's confession until after it has been submitted to the Attorney-General, but I am in a position to furnish you with all its salient points ; " do you know who wrote that ? A. Beyond any doubt I do.

Q. Who was it ? A. It was an employe in my office who wrote it.

Q. What was his name ? A. I have already given his name.

Q. What is his name ? A. Mr. Ballard Smith.

Q. " It is a lengthy and exhaustive document, purporting to give a complete history of the ring from its very inception, following it through its successive steps until the municipal government of New York was under its absolute control, detailing its operations through the State Legislature, by which the many charters of 1870 and 1871 were passed, and producing the checks and memoranda as proofs of the complicity of various persons not heretofore suspected of such complicity in its various transactions ; " who wrote that ? A. I have a recollection that a part of the dispatch was from Calkins at Albany ; I think part of the paragraph was written by Smith and the other was telegraphed ; in fact I know it was Smith, because he was the person in position to make the statement ; he was drawing it up.

Q. As you understand it, and so far as you know, has either of those persons ever seen the statement prepared by Tweed ? A. I don't know.

Q. Have either of them, so far as you do know ? A. So far as I know, I know nothing.

Q. They haven't so far as you know ? A. I haven't said they have or have not.

Q. So far as you are aware ? A. So far as I am aware I have no knowledge on the subject.

Q. That passage is a passage published merely upon information and belief, so far as you are aware ? A. So far as I am aware.

Q. Was any part of that article, so far as you know, written by any person who had any personal knowledge of the facts contained in it ? A. That I cannot possibly tell.

Q. So far as you are aware was it written, or any part of it written, by any person who had any personal knowledge of any of the facts contained in it? A. I know nothing on that point.

Q. On the third column there is an article headed "The Story of the Ring;" who wrote that? A. That I don't know at this moment; it was written under the directions of my city editor; he may have written it himself.

Q. Was the article headed "The Story of the Ring," written, so far as you are aware, by any person who had any personal knowledge of the statements contained in it? A. May I ask whether you mean personal knowledge of the truth of the statements, or the persons connected with it?

Q. I mean personal knowledge from having seen the transactions, or know any thing of the transactions at the time they occurred, apart from knowledge derived from the information of others? A. I have no reason to suppose he had any knowledge except from a person stating the facts, who had.

Q. Will you please state to the committee the names of each and all persons who had any knowledge of the preparation of either of the articles contained in the first three columns of The World? A. The names, so far as I know at this moment, are Mr. Calkins, our telegraph correspondent at Albany, and Ballard Smith, my city editor, and beyond them I have none, at least none who I know.

Q. You speak of another correspondent? A. Mr. Shanks; I merely mentioned his name because he is a correspondent; I don't, at this moment, remember whether he sent any thing on that subject.

Q. You think all the information contained in the three first columns was derived from those three persons? A. Yes, sir.

Q. Do you know of any person, Mr. Hurlbert, who has any personal knowledge so far as you are aware, in regard to the statements contained in The World of the seventeenth of April, affecting Senator Woodin, excepting Senator Woodin and Mr. Tweed; I wish to ask you whether you know of any person excepting the parties who gave it, and the parties charged, who, as you believe, know any facts in regard to the allegations contained in The World, respecting Senator Woodin? A. I don't.

Q. Do you know of any persons excepting the parties implicated who, in your judgment, can afford the committee any evidence or light, as to the allegations respecting Mr. Woodin? A. If I knew any such person I should have interviewed him before this.

Q. Please answer my question? A. No; I don't.

Q. You don't? A. I don't.

Q. Do you know of any person who, as you suppose, has seen what is known as Mr. Tweed's statement? A. The only person — I say that I know that is the person of whom I got my information, or through whom.

Q. He is the only person? A. He is the only person whom I can say that I feel confident from what he told me; I have heard of a great many other persons who say this.

Q. When was it you had your interview with him? A. I have endeavored to fix the time as nearly as I could; it was somewhere about the end of last month.

Q. End of March? A. Yes, sir.

Q. Did you understand at that time that the statement had been made, or was to be made? A. I understood distinctly from him at that time that he had seen the statement, or equivalent to the statement.

Q. Did you understand where he had seen it? A. I didn't.

Q. Did you ask him in whose possession it was when he saw it? A. No; I had no authority to ask him.

Q. Had this gentleman any relations with Mr. Tweed, or his counsel, which entitled him to look at the document? A. I was bound, from the fact that he had seen it, to believe that he had seen it.

Q. Was he a counselor or attorney at law? A. I don't know whether I could answer that question without indicating more than I feel I am permitted to do at present.

Q. Was he an officer of the city government? A. I don't know that I can answer that question without indicating more than I am disposed to do.

Q. Do you decline? A. I decline to say any thing which tends to betray any thing said to me by a gentleman under his own roof.

Q. I think it is our duty, I am obliged to ask you what the gentleman's name was? A. I have distinctly refused to tell you.

Q. You refuse to answer; you refuse also to answer whether he was an officer of the city government? A. I refuse to answer any question which will indicate who he was.

Q. Mr. Hurlbert, were the statements contained in The World, affecting Senator Woodin, derived by you from this gentleman who you state had seen Mr. Tweed's statement? A. They were.

Q. Were they derived from any other source? A. Not, so far as I know.

Q. Not, so far as you know? A. No.

Q. So that, so far as Senator Woodin is concerned, the entire authority for the statement, in *The World*, is this gentleman with whom you had this interview? A. So far as *The World* is concerned.

Q. It didn't come then from your correspondent at Albany, as is stated in *The World*? A. I beg your pardon; nothing of the kind is stated in *The World*, to that effect.

Q. "Special dispatch to *The World*, Albany, April sixteenth?" A. I think on that point it is proper I should be allowed to explain.

Q. Wait until I get through with my question; you will have a full opportunity for explanation; here is an article, a dispatch, headed "Special dispatch to *The World*, April sixteenth," and then follows nearly two columns of matter; that all purports to be a dispatch from Albany, does it not? A. Yes, sir.

Q. And that does contain an allegation, among other things, that there was an understanding with Winslow at the time that money was to be divided between Messrs. Woodin, Frost and others? A. Yes, sir.

Q. Was that allegation derived from any correspondent at Albany, or was it derived from your interview with this gentleman of whom you have spoken? A. My impression is—but I cannot be sure of it this moment—that it may have been derived from one and confirmed by the other.

Q. You cannot tell positively that it came from Albany at all? A. No, sir; upon that point I think I would like to make a few words of explanation in regard to that; it is a perfectly well-known fact among journalists, that there are two parties in this country; the journals of the Associated Press have a right to receive exclusive dispatches for themselves from Albany and Washington; the reason for that is a very simple: Journals that have responsibility to the public have, and must have, private relations with men who are active in public life at Albany and Washington, and from them they receive information either in corroboration of, or explanatory of, or contradictory of what their correspondent can pick up, at either capital, and it is a confidence, and we think the confidence must be reciprocal, and therefore it is a rule which ought to obtain in all newspaper offices—it is in mine—that when important news comes from Albany or Washington it shall be edited in the office by the

light of information we receive ourselves from the leading men, with whom we are in communication in those two towns, Albany and Washington, so that if a correspondent is misled about something, of which you have the evidence in your hand that he is misled, you must not let him make a false statement, and if he makes an inadequate statement you must fill it out from your offices; therefore it is a perfectly well understood thing, that while nobody intends to put in a dispatch what is not true, that it is impossible for a correspondent in his ordinary position to get all the information necessary to prevent his statement either from being inadequate or from misleading somebody.

Q. In other words, instead of writing a separate article you include in the dispatch —? A. Every thing bearing on that point.

Q. Whatever you know yourself or have other information concerning it? A. You are finally responsible for that communication.

By Senator BRADLEY :

Q. Then we are to understand your correspondents at Washington or Albany are not responsible for what appears under date of Albany?

A. They cannot be; as to other papers I don't know, but for the New York World there is but one person responsible for it, and that is myself.

By Senator SPRAGUE :

Q. Are there any other gentlemen besides the three whom you have mentioned, and yourself, who had any thing to do with the preparation of the three first columns in The World? A. No; I should say not, except the mere employes at the type, proof-reader.

By Senator SCHOONMAKER :

Q. Are we to understand, Mr. Hurlbert, that you had information in your office to the effect of the statement in The World? A. I beg your pardon.

Q. Are we to understand that you had information of the character of the statement contained in The World? A. Beyond any doubt.

Q. Did you deem the information trustworthy? A. I certainly should not have used it if I didn't.

Q. Was the publication made as the statement of matters which you believed to be facts? A. It was.

Q. Founded upon information? A. Which I believed to be trustworthy, and now believe to be trustworthy.

Q. Mr. Hurlbert, were you connected with The World during the legislative session of 1870? A. I was in Europe at that time.

Q. Then you have no personal knowledge of the attitude of The World newspaper toward the Tweed charter? A. No; it was no affair of mine then; I wasn't responsible for its conduct.

Q. Have you noticed the article in The World of this morning, entitled "The Tweed charter, how it was passed and where the money was probably used?" A. Yes, sir.

Q. Was that article an article prepared and published under your directions? A. It was.

Q. Is it intended to give an accurate statement of the matters in there? A. It was intended so to be.

Q. Are the statements of the votes in the Legislature upon the various charters, or were they, verified by reference to the record? A. I presume they must have been, as they were prepared by a careful person.

By Senator CARPENTER:

Q. Have you any personal knowledge of the facts contained in the article of this morning? A. I was in Europe during that legislation; I have no personal knowledge.

Q. Then, from your own knowledge, you don't know whether it is a correct statement or not? A. I must rely upon the writer.

Q. Do you wish to be understood as refusing to give the name of any person, except Mr. Calkins and Mr. Shanks, as to the portions they may have furnished, and Mr. Smith, who furnished to you any of the allegations contained in the first two columns of the issue of the seventeenth instant, in order that we may, by subpoenaing these persons as witnesses, ascertain the truth or falsehood of the allegations? A. Nobody can be more desirous than I am that you should ascertain the truth or falsehood of the allegations, and the only person's name whom I can give I cannot give.

Q. You refuse to give the name of the person furnishing those allegations? A. Yes, sir.

By Mr. SPRIGGS:

Q. I understand you, Mr. Hurlbert, that you have no personal knowledge of any of the facts stated in the article published in The World of April seventeenth? A. Yes, sir.

Q. And I understood you to say that you knew in the first place that you received communications in the evening before the publica-

tion of that article from Calkins and Shanks? A. I am quite certain that I did of Calkins, and I presume of Shanks.

Q. You know you received a communication from Calkins? A. Quite sure of that; several.

Q. Do you know that you received any from Shanks? A. I cannot say.

Q. Have you the communication that you received from Calkins? A. I have one of them; the others, I think, are destroyed; I kept one.

Q. You only have one? A. Yes, sir.

Q. Is that here; did you read the article which was published in The World of the seventeenth before it was set up? A. Not before it was set up.

Q. Did you before you saw it in the paper, as published the morning of the seventeenth? A. I went over, and —

Q. No; that is not my question; I ask you now whether you read the article before you read it in the paper of the seventeenth? A. I certainly did not; that is so, excepting the proof.

Q. What time did you leave the office of The World the evening of the sixteenth? A. About three o'clock in the morning of the seventeenth.

Q. Who was there with you? A. All my employes.

Q. Was any one there with you except Mr. Ballard Smith? A. I don't understand.

Q. Was any one there with you in reference to the preparation of this article except Ballard Smith, the city editor? A. No.

Q. I desire to ask what I am already aware you have declined to answer, whether the party to whom you refer was a city official, or held any office of trust in this city? A. I declined to answer that question, and now decline.

Q. Was it the Attorney-General? A. I have already declined to answer that.

Mr. SPRIGGS — I insist upon the answer; it is not a privileged question.

Senator SPRAGUE — We say, as I understand it, that he should answer it.

Mr. SPRIGGS — I understand you to say to him that it is a question he should answer.

Mr. GREEN — I don't understand the position of Mr. Spriggs before the committee.

Mr. SPRIGGS — I am counsel for Mr. Woodin.

Mr. GREEN — It is quite apparent there may be other objects in view than the investigation.

Mr. SPRIGGS — I have no object in view except to reach the truth.

Mr. GREEN — The witness declines to answer your question as to who was the gentleman who gave him this information; he has declined to answer any question which by mere process of conclusion, it must be apparent to any lawyer would soon arrive at the same result.

Mr. SPRIGGS — I submit there could be no impropriety of his answering the question, of whether it was Mr. Tweed and the three other persons which I name, Mr. Tweed, Mr. Dewey, Mr. Fairchild, or Mr. Townsend; that certainly cannot give us any clew of the person who it was, by saying it wasn't those four.

Mr. GREEN — That is the limit?

Mr. SPRIGGS — That is the limit; it is injustice to Senator Woodin.

Mr. GREEN — There is no desire on the part of Mr. Hurlbert to do any injustice to Mr. Woodin; it was a mere matter of journalistic enterprise.

Mr. SPRIGGS — I suppose that is it.

The WITNESS — My sole object is to protect the gentleman who has put confidence in me; with great respect to the committee, after conferring with my counsel, I feel bound to take his advice, which is as I have already stated to the committee, that I didn't propose to answer any questions which in my judgment or that of my counsel might lead to what I might regard as a betrayal of personal confidence, I will decline to answer that question.

Mr. SPRIGGS — I submit with due deference to the counsel in the case, Judge Green, that it cannot possibly lead to any such result by saying that he has not conversed with Mr. Tweed, Mr. Townsend, Mr. Dewey, or the Attorney-General.

Mr. GREEN — My friend, Mr. Spriggs, labors under a disadvantage. He only sees one side; I see two.

Mr. SPRIGGS — It tends to throw mud, but it does not enlighten us; does not give any thing from which we can judge; there is a person attacked in this case; Mr. Townsend has sworn nobody else has seen that statement, and if Mr. Hurlbert desires to put himself under cover of Townsend, and won't say whether it is Townsend or Dewey, or the Attorney-General, of course, there is no power here to compel an answer; at any rate he has the physical power, but, as a matter of moral right, I don't think he has it.

Mr. GREEN — That is a matter we must judge of ourselves.

Mr. SPRIGGS — I want to have it understood that I am very desirous of knowing whether it was either of those four persons.

Q. Will you state when it was that you obtained this information?

A. Originally?

Q. From the gentleman you speak of under his own roof? **A.** I cannot be positive as to the day, but it was before the end of the month of March; between the twentieth and the last of March.

Q. Were you absent from the city of New York during that time?

A. That is another thing, that at this moment I cannot be sure of.

Q. Mr. Hurlbert, is it not true that you attribute the article in The World, of April seventeenth, to the superior professional capacity of the employes attached to the New York World? **A.** Yes, sir.

Q. That is about all there is of it? **A.** Yes, sir.

Q. Just about; you say that the party who gave you the information told you that he had seen the statement which had been sent by Tweed to the Attorney-General? **A.** I said nothing of the kind, excuse me.

Q. Do you say that he had seen it, or that he told you that he had seen it? **A.** He told me that he had seen the statement of Tweed.

Q. That is not what I ask; did the gentleman who gave you the information state to you that he had seen the article which had been sent to the Attorney-General by Mr. Tweed? **A.** I don't think he could have stated that, because —

Q. That will do very well; he don't say that he had seen the article that had been sent to the Attorney-General; this was before the article had been sent to the Attorney-General? **A.** Yes, sir.

Q. In 1870 you were in Europe? **A.** A part of the year.

Q. Then you had no acquaintance with the Senators or legislators at Albany that year? **A.** To the best of my belief, none of them at all.

Q. What did you say your relation to The World was, Mr. Hulbert? **A.** When?

Q. Now? **A.** I am the editor-in-chief and principal proprietor.

Q. And Mr. Ballard Smith, how long has he been connected with The World? **A.** Not quite a year.

Q. He has been subpoenaed, I believe? **A.** He has been here this morning.

Q. Is he a native of New York? **A.** I think not.

Q. Where did he come from here, Mr. Hurlbert? A. From the city of Louisville, Ky.

Q. Had he been a resident of Kentucky? A. He had been Editor of the Louisville Courier-Journal.

Q. As you understand it, he hadn't been a resident of this State. No; I doubt whether he had ever lived here at all before.

[Witness showed to Mr. Spriggs a dispatch from Calkins.]

Mr. SPRIGGS — I desire to put it in evidence; will the committee examine it?

Senator CARPENTER — It strikes me it is nothing except showing what Calkins sent to a certain extent.

Mr. SPRIGGS — I will inquire a little more about it; it seems to me it is competent to show the foundation from which this article was founded, or a part of it; Hurlbert says it is one of the things upon which the article was based; it seems to me it is entirely competent and proper.

The CHAIRMAN — My judgment is simply this: There has been talk about that article in the paper, and it had better go in evidence.

“ALBANY, N. Y., April 11

To the World:

“Mr. Townsend has brought with him a voluminous document which gives the outline of facts which Tweed is ready to testify

hits a large number of persons, and will make a sensation when published. Townsend positively declines to give any names or contents contained in it, or any of the details as to who or where it hits. It has not yet been submitted to the Attorney-General, and it is impossible to tell whether he will consider it satisfactory or not, or consent to have the facts published.

“12.15 A. M.

CALKINS

Q. That is the only dispatch which you received from Calkins which you have, Mr. Hurlbert? A. It is the only one that I have.

Q. You have no other dispatch? A. No, sir.

By the CHAIRMAN:

Q. That was received the morning of the seventeenth? A.

Q. Was that paper received before Ballard Smith concluded writing of the article which appeared in The World of the 17th? A. I really cannot tell you.

Q. Then how can you tell it was based in part upon that communication from Calkins? A. I didn't say that it was.

Q. You didn't say that it was? A. No.

Q. Do you mean to say now that it was not in part based upon that communication from Calkins? A. I don't.

Q. Do you mean to say that you don't know whether it was or not? A. I mean to say that Calkins was telegraphing during the evening.

Q. That I understood. A. It may, or it may not have been.

Q. It may or may not have been based — A. In connection with other things.

Q. Was it in part based upon that communication from Calkins? A. Yes, sir; I cannot tell what particular words were used at a particular moment; there seems to be a part of it in here, in the newspaper; in other words this verifies the fact of Townsend with the document.

Q. That is referred to in the article of the seventeenth? A. Yes, sir.

Q. Was that itself based in part upon that? A. So far as the arrival of the document.

Q. You have no other communication from Calkins upon which the article was based, that you can present? A. No, sir; here is another fact communicated in the paper, "It is impossible to tell whether he will consider it satisfactory or not, or consent to have the facts published."

Q. Is Mr. Shanks one of your confidential employes? A. Not particularly; he is a telegraph correspondent.

Q. You spoke of him — A. As a correspondent at Albany.

Q. And having confidential correspondence — men on whom you can rely at those different points. A. Of course we have correspondents upon which we can rely.

Q. Is he one of your correspondents, your regular correspondents, upon whom you rely? A. I made no statement that I relied upon any regular correspondents for statements.

Q. Didn't you say it was necessary you should have men? A. I said it was necessary I should be in confidential relations with men at Albany.

Q. Did you say that you had men at both capitals upon whom you could place implicit reliance and confidence? A. You misunderstood me; I said nothing about Shanks, except that he is a regular correspondent at Albany.

By Senator SPRAGUE:

Q. As I understand it this article was taken, and as I suppose you understand it, this statement of Tweed's was taken by Townsend to Albany on the sixteenth of April? A. That was the information I got.

Q. Your conversation with this gentlemen, as to its contents, was between the twentieth and thirtieth of March? A. And that date.

Q. Between those two dates? A. Yes, sir.

Q. Now have you any knowledge that the article, with reference to the statement which Mr. Townsend took to Albany, was prepared as early as the thirtieth of March? A. That I really don't know.

Q. Then you cannot tell that the article of which the gentleman spoke to you, or the statement which the gentleman spoke to you, was the statement which was taken by Mr. Townsend to Albany? A. Excepting that I communicated with that gentleman again afterwards.

Q. Did the gentleman afterwards say to you that he had seen the statement? A. He did.

Q. When did you communicate with him again? A. Two or three days before the publication.

Q. You communicated with him two or three days before the publication? A. Yes, sir.

Q. Did he then state to you again that he had seen it, since you had seen him before? A. I understood him to say so.

Q. At what time had he seen it, as you understood him? A. That I cannot say.

Q. Within a day or two? A. I didn't charge my mind with that.

Q. Is the information you have given us derived from the statement which he made to you in March, or the statement which he made a day or two, or two or three days before the publication? A. Both.

Q. Did you understand from the gentleman that the statement that he had seen in March was the same statement he had seen two or three days before the publication in The World? A. That is my impression.

Q. The same statement? A. That is my impression; that is all.

Q. Did you understand from him that it was to be taken to Albany? A. I did.

Adjourned to 3 P. M.

NEW YORK, *April* 23, 1877, 3 P. M.

The committee met pursuant to adjournment.

BALLARD SMITH, being duly sworn, testified as follows :

Examined by the CHAIRMAN :

Q. Where do you reside, Mr. Smith? A. In New York.

Q. This city? A. Yes, sir.

Q. How long have you resided here? A. About eleven months ; ten months.

Q. Where did you reside immediately before coming to New York city? A. Louisville, Kentucky.

Q. How long did you reside there? A. Have always lived there.

Q. What is your business or occupation? A. Newspaper man.

Q. To what paper are you connected? A. The World.

Q. The New York World? A. New York World.

Q. Is this the paper, issue of April 17, 1877, containing in the first column of the first page an article headed, " Tweed's confession, story of his guilt, and who shared in it?" A. That is the paper with which I am connected.

Q. How long have you been connected with the paper? A. Since the seventeenth of July, last.

Q. What is your business connection with this paper? A. I am city editor of the paper.

Q. Who is the editor-in-chief? A. William H. Hurlbert.

Q. Look at the first two columns of the paper of the issue of April 17, 1877, and tell me, if you know, who prepared the article contained therein? A. I prepared a part of it.

Q. That is the article contained in the first two columns? A. The article in the first two columns by direction of Mr. Hurlbert.

Q. Which part of it did you prepare? A. That I could not tell you without examining very closely.

Q. Look at it carefully? A. I would have to go over it, sentence by sentence, in order to do so.

Q. Did you then arrange and prepare the entire article? A. I arranged and prepared the entire article.

Q. What you didn't prepare you arranged? A. What I didn't prepare I arranged.

Q. Do you know where the part that you didn't prepare came from? A. The part I didn't prepare came from Albany.

Q. Were any of the names mentioned in this article sent from Albany? A. I should have to examine it, sir.

Q. Run your eye over it ; you could tell that very quickly, I should think. A. Any of the names mentioned in the article ?

Q. Yes, sir. A. Yes, some of the names.

Q. Which ones ? A. Shall I go through it ? Mr. Townsend's name came from Albany, also Mr. Tweed's ; the mention of Mr. Woodin's name came from Albany ; O'Connor's name came from Albany.

Q. Mr. Woodin's name was mentioned in the article coming from Albany ? A. Wait one moment ; you simply referred to the two columns ?

Q. Yes, sir ? A. I was mistaken ; Mr. Woodin's name didn't come from there.

Q. Townsend's ? A. Townsend's, and Tweed's and Mr. O'Connor's.

Q. From whom did these dispatches come ? A. Mr. Hurlbert and Mr. Alkins.

Q. Of what portion of that article did these dispatches contain ? How large a portion ? A. I couldn't inform you ; the dispatches contained all parts of the paper, all parts of the article.

Q. The Attorney-General's name was probably in there ? A. The Attorney-General's name was in there.

Q. About what portion of this did you prepare, of these two columns ? A. I prepared the entire portion of these two columns.

Q. What portions did you write ? A. That I couldn't tell you.

Q. What might be termed original matter with you, and what was telegraphed from Albany ; what portion was telegraphed from Albany ? A. Perhaps under one-half of it.

Q. Perhaps under one-half was sent from Albany ? A. Perhaps I could not say distinctly.

Q. Do you know, of your personal knowledge, the truth or falsity of the allegations contained in that article ? A. I don't.

Q. You didn't, when you wrote them, of course ? A. Of course I could not know, personally.

Q. From what source did you derive the statements upon which you founded these allegations ? A. That I must respectfully decline to answer.

Q. Did you have any conversation with any person in reference to the preparation of this article ? A. Yes, sir.

Q. With whom ? A. Conversation with Mr. Hurlbert.

Q. Did the statements which you have put into this article come from him ? A. They didn't.

Q. From whom did they come? A. That I must decline to answer.

Senator SPRAGUE — Mr. Chairman, I think we ought to take some action upon this matter of witnesses declining to answer; I think we ought, at least, to state to the witness that the committee, as a body, insist upon his answering these questions for the purpose of laying a foundation of any future action about it, if it is thought best.

The CHAIRMAN — Is that the judgment of the committee that he should answer that question? It seems to me it is a proper question; I should think that was sufficient for any future action; I may simply state to him though that we probably have no power here to compel you to answer, or visit upon you any penalty if you don't; I suppose we can report it to the Senate, and that the Senate would have ample power — would certainly have authority to take such action as it thought fit; I merely make that statement.

Mr. GREEN — Mr. Chairman, the witness desires to state the reason why he declines to answer, if the committee have no objections.

Senator SPRAGUE — I don't think that is important.

Mr. GREEN — We don't press it at all.

The CHAIRMAN — It strikes me it is proper, unless he includes some hearsay testimony of that kind.

By Senator SPRAGUE:

Q. Very well, you can go on and state from how many persons did you receive statements in reference to the allegations which you have put into this article? A. I would say, sir, two persons.

Q. Statements rather which you make the basis of allegations from two persons? A. From two persons; the information which was contained in the article was derived from two persons.

Q. You have no knowledge of the truth or falsity of that information? A. No, sir.

Q. Was Mr. Hulbert one of those persons? A. Not directly.

Q. Who were the persons? A. That I must decline to answer.

Q. Was John Kelly one of those persons? A. I must decline to answer.

Q. Was Marcus C. Stanley one of those persons? A. I must also decline to answer that.

Q. I ask you who the persons were? A. I must decline to answer that, respectfully.

By Senator SPRAGUE:

Q. I will ask you whether the persons from whom you received your information were the persons attached to the New York World?

A. That I must decline to answer, also.

By the CHAIRMAN:

Q. When was this article prepared? A. It was prepared the day before its publication.

Q. At what time of day did you commence the preparation of this article? A. I could hardly give you the hour; it was in the afternoon, however.

Q. At what time did you complete its preparation? A. The article went into the compositors' hands at twelve minutes past two o'clock.

Q. What do you mean by twelve minutes to two o'clock? A. It was put into the compositors' hands at twelve minutes past two o'clock on the morning of the publication.

Q. On the morning of the publication? A. Yes, sir.

Q. On the morning of the seventeenth? A. Yes, sir, in order that its contents might not get out.

Q. How far had you proceeded with that at half-past twelve of the morning of its publication, or the night before its publication—it would be difficult to tell which?

Mr. GREEN—The morning of the publication.

A. It was in a state of completion at half-past twelve.

Q. You put it into the compositors' hands as soon as you had completed it? A. As soon as I had completed it; I beg your pardon; there was some lapse between.

Q. Did you show it to any person after you had completed it? A. Yes, sir.

Q. To whom? A. Mr. Hurlbert.

Q. Did he direct the publication of it—was it the manuscript article that you showed to Mr. Hurlbert? A. No, sir.

Q. You showed him the proof of it? A. The proofs of it.

Q. Did you show the manuscript to any person before the article was put in type? A. I must decline to answer that.

By Senator SPRAGUE:

Q. Was there some other person there, assisting you in the preparation of that article, who was not attached to the New York World?

A. There was not.

Mr. SPRIGGS — Did Mr. Hurlbert, to your knowledge, know any of the facts contained in that article until you showed the proof copy?

Mr. GREEN — I object to that question. I think it has no relevancy to this investigation.

Mr. SPRIGGS — I submit that it is entirely competent; Mr. Hurlbert has stated — made a statement of this matter which it seems to me is entirely in conflict with the statement of this witness, and by this direct question I propose to show whether it is or not.

Mr. GREEN — What did Mr. Hurlbert say?

Mr. SPRIGGS — That is another matter.

Mr. GREEN — I would like, when a gentleman makes a statement of that kind, that the gentleman has made a false statement, to show it.

Mr. SPRIGGS — I didn't say any thing of that kind; I only said that, so far as Hurlbert's statement was concerned, that it does not agree with Smith's statement in regard to the preparation of the article.

Mr. GREEN — I should be glad to have that point pointed out, if it exists, in order that it might be explained.

By Senator SCHOONMAKER:

Q. Under whose direction did you act in preparation of the article?

A. Altogether under the direction of Mr. Hurlbert.

Q. Exclusively under his direction? A. Exclusively under his direction in this matter as well as all others.

Q. I refer to this article?

Senator CARPENTER — I for one see no objection to each of the gentlemen stating his recollection of the occurrences that evening, not for the purpose of impeaching any body; perhaps it is very seldom that two persons witnessing the same transaction, could state it in every respect alike.

By Senator SCHOONMAKER:

Q. Were the matters contained in the article a subject of conversation between you yourself and Mr. Hurlbert? A. Yes, sir.

Q. Before the preparation? A. Before the preparation.

Q. The question Mr. Spriggs asked, if I apprehend it correctly, he asked from the witness whether Hurlbert knew any thing about the contents of the article?

Mr. SPRIGGS — No; I asked this witness if Hurlbert had any knowledge of the facts contained in the article, so far as he knows, until

after he read the proofs to him ; he says he read this article first to Hurlbert from the proofs, not from the manuscript.

The WITNESS — I didn't say I read it.

By Mr. SPRIGGS :

Q. The witness says he showed the proof to Hurlbert ; that is what you stated, that you showed Hurlbert the article in proof? A. I don't think I did answer in that way ; I stated that I had read to him, as I recall, the manuscript.

Q. Did you show him the manuscript? A. That I could not positively say.

Q. Did he see this article complete before it was in proof, that you knew of, I mean? A. Before it was in proof?

Q. Yes, sir? A. I think not.

Q. Can you answer the question that I asked ; did he have any knowledge of the facts, that you know of, before he saw the article in proof?

Mr. GREEN — Mr. Spriggs, won't you vary the phraseology of that a little?

Mr. SPRIGGS — I will.

Mr. GREEN — It is ambiguous ; you ask him if he knows that Hurlbert knew.

By Mr. SPRIGGS :

Q. Do you know that he had any knowledge, until you showed him the article, of the facts contained? A. I cannot say that I know it positively.

Q. You say you received the information upon which you based the article from two individuals, whose names you are not at liberty to give — whose names you decline to give, rather? A. That is what I said.

By Mr. SPRAGUE :

Q. Did Mr. Hurlbert furnish you any information that was embodied in that article? A. That would be difficult to say ; I receive all of my suggestions from Mr. Hurlbert, in my department.

Q. I wish to bring your mind right down to the facts stated in the article ; were any of those facts communicated by you to Mr. Hurlbert ; take the three columns of The World, were any of the facts contained in those columns communicated before they were published, any of the statements? A. No, sir ; I should say not.

Q. Did Mr. Hurlbert direct you to go to any person to obtain those facts, or state to you the name of any person from whom you could obtain them? A. He did.

Q. Did you obtain the statements from the person or persons to whom he directed you? A. I did.

Q. What was the name of the person; who was the person from whom you obtained the fact? A. That I must decline to answer.

WILLIAM H. HURLBERT, being duly recalled, testified as follows:

Examined by Senator SPRAGUE:

Q. I wish to know whether you directed Mr. Smith to the gentleman under whose roof you had a conversation, of which you have spoken? A. I beg your pardon.

Q. I want to know if you directed Mr. Smith to the gentleman under whose roof you had the conversation, of whom you have spoken in your direct evidence? A. I did.

JAMES F. PIERCE, being duly sworn, testified as follows:

Examined by Senator SCHOONMAKER:

Q. You reside in Brooklyn? A. I reside in Brooklyn?

Q. Were you a member of the Senate of the State of New York in 1870 and 1871? A. I was.

Q. Was that your first term then? A. No, sir; I was there in 1868, 1869, 1870 and 1871.

Q. Have you seen the New York World of April 17, 1877? A. I have.

Q. Have you read the first two columns of the first page of that paper? A. I have; the second one is the only one in which my name is mentioned.

Q. It is stated in these two columns that you are the person who could furnish some information to this committee in reference to the charges contained in this article? A. I have no knowledge directly or indirectly of money being paid to any member of the Legislature during the period that I was there, and the statement embraced in The World, in which it is stated that I have asked immunity at the hands of Mr. Tweed for the purpose of corroborating his statement, is absolutely and unqualifiedly false.

Q. Mr. Woodin was a Senator with you in 1870 and 1871? A. He was.

Q. You know him personally? A. I do; I did.

Q. Do you know any thing whatever that would lead you to think that any money had ever been paid to him, or offered to him, or that he had in any manner received any money, or any valuable thing, in consideration of his vote upon any measure before the Senate of that year, of 1870? A. Not the slightest knowledge whatever.

Q. Make any statement you desire, Mr. Pierce? A. I can say nothing more in reference to it than what I have said, that I have no knowledge of any moneys being paid by Tweed or anybody else to influence legislation, to any member of the Senate, or to any member of the House, or given to any person outside of it for the purpose of influencing legislation.

By the CHAIRMAN:

Q. Do you know of any circumstance that would excite a suspicion in your mind in regard to Senator Woodin? A. None whatever.

Q. If you did know of any such circumstance, I wish you would mention it? A. I don't.

By Senator BRADLEY:

Q. Do you understand any money, or any pool of money, was made up for the purpose of influencing legislation in 1870? A. There were rumors to that effect; I have no knowledge whatever.

Q. Rumors at that time? A. No, sir; subsequently it was stated that money was used; I have no knowledge whatever of it; it was entirely a matter of rumor, and I cannot tell the source of it, where it emanated; I heard it simply.

By Senator SPRAGUE:

Q. Did you know, while you were a member of the Senate, of any improper influence being brought to bear upon any Senator for the purpose of influencing his vote? A. I did not.

Q. On any measure? A. On any measure.

Q. How long were you in the Senate? A. Four years.

Q. Have you any evidence of any sort that any such thing was done? A. No, sir; none whatever.

By Senator BRADLEY:

Q. Do you know of the offer of any means or any money? A. I don't.

Q. Directly or indirectly for the purpose of influencing legislation ?

A. None, whatever.

By Senator SPRAGUE :

Q. Mr. Pierce, you were in the Senate four years ; I would like to ask whether, during that four years, you ever observed — had knowledge of — any votes in the Senate which in your judgment were given from improper motives ? A. No, sir.

By Senator SCHOONMAKER :

Q. Mr. Pierce, you recollect the Huckleberry charter, so called ? A. Yes, sir.

Q. Did that pass the Senate ? A. No, sir.

Q. It did not ? A. That is my impression.

Q. Was the Tweed charter discussed in the Senate ? A. It was.

Q. Was there any opposition to it ? A. But two votes, I think.

Q. I mean in discussion ? A. No, sir ; except from the gentlemen who opposed it ; I think Mr. Genet.

Q. And Mr. Thayer ? A. Mr. Thayer ; Senators Genet and Thayer ; I recollect distinctly of Genet occupying the Senate for a long time with amendments.

Q. Do you recollect the fact of the caucus of the republican Senators in reference to that charter ? A. I think there was ; I have no positive knowledge of it.

Q. You belonged to the democracy ? A. I am a democrat.

Q. You were at that time ? A. I was at that time.

Q. You acted with the democrats ? A. I did.

Q. Was there any understanding between Senators, in respect to the Tweed charter and the registry law ? A. There was something ; the matter was talked of, but I cannot remember distinctly, with reference to it ; I have a remembrance that the subject of the registry law was so discussed and talked about, but the particulars I cannot remember.

Q. Do you remember which was first passed in the Senate, the election law or the charter ? A. My impression is that the charter was passed first ; I may be mistaken.

Q. Was it known by democratic Senators that republican Senators would vote for the charter, before its passage ? A. I cannot answer that.

Q. Did you take any particular interest in it ? A. No, sir.

Q. It didn't concern your city? A. No, sir; I wasn't interested, except as it was regarded as a party measure, and I uniformly supported it.

Q. I understand you took no part in the discussions? A. No, sir.

Q. Nor in any action by Senators? A. None, whatever.

By Senator SPRAGUE:

Q. Mr. Pierce, so far as you are aware, were there any influences brought to bear in regard to the Tweed charter, beyond those usually brought to bear on legislation? A. None that I know of, sir.

Q. Was it considered a valuable charter to the democrats? A. It was.

Q. And a good measure? A. And a good measure.

Q. Was it considered by the democrats of the Senate a measure conducing to reform and economy in the city of New York? A. It was so regarded.

JENKINS VAN SCHAAK, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

Q. Where do you reside, Mr. Van Schaack? A. In the city of New York, sir.

Q. What is your age? A. I am over forty, sir.

Q. What is your business? A. My profession is that of a stock broker, and, as we have to pay license, as broker and banker, sir.

Q. How long have you been engaged in that business? A. Since 1857.

Q. Do you know H. J. Hastings, of the city of New York, editor of the Commercial Advertiser? A. I do.

Q. How long have you been acquainted with him? A. I first remember him the year that Henry Clay was a candidate for the presidency of the United States.

Q. Have you known him since that time? A. Yes, sir.

Q. Have you had business transactions with him? A. I think nearly every year since I have been in business; yes, sir.

Q. You have been in business how many years? A. I have had transactions with him certainly for ten years; I have been in business since 1857.

Q. Did you have business transactions with him during the year 1870? A. I did.

Q. State what they were, commencing about the first of March,

or in March, and continuing several months after that? A. If you will permit me to state it in my own way; I suppose the object of the investigation is to ascertain the disposition of a certain check which was deposited with my house.

Q. A \$20,000 check, referred to in The World of April seventeenth? A. Individually I knew nothing of it; Van Schaack & Co. were the ones that received it; I knew nothing of it until there was a rumor of the publication in the papers, and then I was spoken to by Mr. Hastings about it to look it up, and found that the ninth of April I received from Mr. Hastings, which was passed to his credit, William M. Tweed's check on the Broadway Bank for \$20,000; I, though very busy to-day, have set the boy to work with myself and get this out.

Q. Is that the first check that year that you received of Hastings? A. We never received any other check of Tweed's, of Hastings, and it was the first check that we received that year of any kind; I have brought with me the vouchers returned from my bank of every thing that we paid for Mr. Hastings during the year 1870, January sixth and February twenty-fourth; on the twenty-ninth of March we paid a check to Hastings' order of \$5,000, which check was paid to E. H. Ludlow & Co., the real estate brokers and auctioneers, of \$5,000; that check was, to my knowledge, the first payment on Hastings' house, in Fifth avenue.

Q. What is the date of it? A. Twenty-ninth of March, 1870; on the fifteenth of April following, we paid Mr. Hastings two checks, one of \$26,000 and another of \$1,200; \$26,000 is made payable to the order of Mary Hastings, his wife, and by her made payable to the order of McKinn Brothers, of whom the house was purchased; and there was a check of \$1,200, which was given, according to my recollection, for some carpets, mirrors and gas fixtures; those two checks were paid there; here is every check paid during the year 1870, one of \$2,000 which bears the indorsement of Father McLean; I suppose Father McLean of the church, you know; and there is \$1,500 which is indorsed by Thomas E. Stewart.

Q. Who is he? A. Used to be Member of Congress for the same district that Cox represents in Congress now; there is a check \$229 and \$885, and a check of \$1,000 to Fay, the paper-hanger and upholster, and during the same time we paid for his house, on her order, at his request, in various sums during the year 1870, various items on this paper with the amounts amounting to \$16,600.

Q. What was the first date? A. The first date was in April, August, October, and so on until January, 1871, including the month of December.

Q. What was the date of the Tweed check? A. Ninth of April, and that is every penny of money we have paid out to Hastings in every kind and description.

Q. Did you receive from Hastings any other check signed by him for the Tweed of that year? A. Not that year, or any other year; none.

Q. You know the fact that Mr. Hastings purchased a house in New York? A. I was cognizant of the fact; he consulted with me about the purchase before making it.

Q. It was furnished that year? A. Yes, sir; it was furnished that year, and his daughter was married in it that year.

Q. Paid for that year? A. Paid for that year; yes, sir; though I will notice when you come to view the \$26,000 and the \$1,200,000, they are given in two amounts.

Q. About how valuable a property was it; I don't ask the precise amount? A. The precise cost, as I recollect it, was \$65,000; I have been told to-day it was \$66,000 — \$65,000 I carried in my mind.

Q. With reference to its being a property of large or small value? A. That is so, the cash payment of which I was cognizant.

By Senator BRADLEY:

Q. This covers all, the payments you made by your bank to Mr. Tweed that year? A. Every dollar, possibly — I think I found one item in Roman & Lent, of \$160, I could not find the check; that was a tailor's bill.

Q. Do you recollect how the account stood at the end of the year after this payment had been made? A. I am very certain he did not owe us any money; our business is to see that no one owes us, and we can help it.

Q. You are satisfied he did not overdraw? A. Unless there were proper collaterals.

By Senator SCHOONMAKER:

Q. How was this account kept; I see the checks were drawn on your firm? A. Individually — I don't know that you heard of it individually I knew nothing of the check of Tweed's; nothing of it until since the publication was made; I never saw that Tweed's check had been deposited with us.

Q. I don't refer to that check ; these checks were given by your firm ? A. Yes, sir ; I never give an individual check.

Q. An ordinary depositor draws his own check upon the bank ; here the banker draws his check payable to the depositor ? A. We didn't do a banking business, such as Duncan, Sherman & Co. did, for people to draw checks upon them, Hastings or other gentlemen ; we have a number of accounts ; a man will come and leave so much money that is to be placed to his credit, if you please, and he may buy a hundred shares of New York Central, and he may not have the money to pay for it, and ask for a check, and, don't suppose Hastings ever made an individual draft upon us ; whenever he would require money he would say, I wish you would give me a check to the order of myself, or somebody else, and it is drawn there, as all the checks are drawn, and we give the checks on our bank ; we don't keep the money in the office.

By Senator SPRAGUE :

Q. Those checks are not drawn on yourself ? A. No, sir ; on the Deposit Bank, and we render him a monthly, or quarterly, or half-yearly statement, and we make the deposit in the bank of our check ; so that we draw the checks.

Q. Do you know whether or not the account of Hastings was exhausted by the \$26,000 check ? A. I am quite sure that it could not have been ; I have no personal knowledge about it, but I speak in general terms, that it was not ; that was the first check, as I stated, that we received from him in that year.

Q. The \$20,000 check ? A. Yes, sir.

By Senator BRADLEY :

Q. Why was the money deposited with you instead of being deposited in the bank by Hastings ; why was this method adopted ? A. At that time there was a great activity in money ; during the year 1870 I am quite sure that the rate for money on the street on approved collaterals was much over seven per cent per annum ; the banks didn't allow any interest on balances ; Mr. Hastings might have a credit of \$20,000 in the bank for a week, and get no interest for it at all ; he deposited his money with us on the ninth of April, and left it with us six days ; six day's interest at six per cent is twenty dollars, and he undoubtedly got seven per cent for it.

Q. From you ? A. From us ; we paid him that interest ; at six

per cent for six days it would be twenty dollars, and it would be twenty-three dollars at seven per cent.

By Senator SPRAGUE :

Q. This is not Hastings' check? A. Yes, sir; a check that was paid for something; it was paid for his account, and charged to his account; it was payable to the Merchants' Exchange Bank, and I didn't have time to look it up; it is \$229; there is another check for a thousand to the order of the National Bank.

Q. Thomas Fay? A. That is the paper-hanger; these are checks charged to his account, and that is the way I happen to have them as they came.

Q. Those two, January and February, also? A. Both.

By Senator SCHOONMAKER :

Q. You stated that no other check of Tweed's to Mr. Hastings had passed through your hands? A. Never at any time.

By Senator SPRAGUE :

Q. Did you know Mrs. Hastings personally? A. I knew her before she was married.

Q. These payments that were paid to her, did you understand at the time that they were for household purposes? A. Household purposes; I could have gotten out the checks, I suppose, but it would have been a considerable labor.

Q. At the time these checks were being issued to Hastings, what purpose did you understand he was using the money for? A. I knew for the purchase of the house, and any thing that I saw; there are a number of checks there that I never heard about; but I had no information or knowledge of his using any money for any purpose but legitimate purposes; I don't think I ever saw Senator Woodin in my life, and I never heard even any scandal about his payments to any one else; I have a memorandum of those checks and numbers, and if you would like to have me leave them with you, I will, if you will send them back.

Senator SCHOONMAKER — We don't want these checks.

NELSON J. WATERBURY, being duly sworn, testified as follows:

Examined by the CHAIRMAN :

Q. I suppose you were subpoenaed on account of the letter that was read this morning? A. I don't know.

Q. Purporting to come from Mr. Greeley? A. I am willing to give the committee any information that they may want.

Q. Do you recognize a letter dated March 27, 1870, given to you by Horace Greeley? A. It was a letter substantially the same as that.

Q. Directed to N. Winslow? A. Yes, sir; given to me, and directed to Mr. Winslow; I can tell you the whole of the matter about it, if necessary.

Q. I hardly think it is necessary; did you go to Albany about the 27th day of March, 1870? A. I went to Albany several times, two or three times that spring; I cannot remember exactly the dates.

Q. Upon what business? A. I had — when you talk about business, there were two or three bills pending in the Legislature affecting real estate in this city that clients of mine were interested in; that was my business; nothing to do with public matter; and I had drawn up an election law, not the one that was passed, by a great deal, but an entirely different one, which I can tell the committee all about, if they desire to know.

Q. While in Albany did you make any efforts in favor of the passage of the election law? A. As I said before, yes; but not this election law that was passed.

Q. Any election law? A. Yes, sir; I exerted myself to have an election law passed to secure honest elections in this city.

Q. While there did you hear any talk about what was known as the Tweed charter? A. I suppose I did; I have no specific particular recollection of what I heard then; I know that just before the Tweed charter passed, Mr. Greeley, Mr. Tilden, Mr. Ottendorfer, Andrew H. Green and myself went up to Albany together to oppose it; I know we went up in the same car together, and talked about it all the way up, and, of course, I heard a great deal of talk about the Tweed charter.

Q. Was that before or after the election law had passed? A. I think that the election law that they did pass, and the charter passed together, and, therefore, it must have been before the election law was passed.

Q. Was there any talk that you heard while in Albany in reference to an understanding, agreement or bargain, by which the passage of the election law was made dependent upon the passage of the charter, or *vice versa*? A. I know that some republican Senators at that time pretended they passed the charter to secure an election

law, but I told them that was a false pretense, for the election law they did pass was worse than the charter.

Q. I was simply asking you whether there was such a talk. That was an excuse that was given ; I ought to say I intended to answer your question by the answer I gave before ; I heard it given as an excuse for passing the charter.

Q. You heard it given as an excuse, as you put it, to pass the charter ? A. Yes, sir.

Q. Do you personally know of any money being used with any legislator to aid in the passage of the Tweed charter ? A. I never knew of any money being paid or appropriated to any member of the Legislature to influence any legislation at any time whatsover during the whole course of my life.

Q. Did you deliver this letter to Mr. Winslow ? A. After considerable cogitation I did.

Q. Did you have an interview with him ? A. I had some conversation with him.

Q. Did you have any conversation with him that had any bearing upon the charge against Senator Woodin of receiving money for the passage of the Tweed charter ? A. No, not with him, nor with any other person else.

By Senator SCHOONMAKER :

Q. At whose instance, judge, was this letter of Mr. Greeley written ? A. That letter was written at Greeley's instance ; the other letters were written at my instance ; that letter was written at Greeley's instance.

Q. Was there any special reason for sending it to Mr. Winslow ? A. Mr. Greeley had an opinion that Mr. Winslow was a very important man in the Senate ; so he expressed himself to me.

Q. Was that the reason why the letter was addressed to him ? A. Yes, sir.

Q. Were there other letters besides those that you carried to Mr. Winslow ? A. Yes, sir ; he wrote to some gentlemen that I suggested ; he wrote to Mr. Winslow at his own suggestion.

Q. You said that after some cogitation you delivered this letter ; what do you mean by that ? A. Well, I wanted to get an election law passed, and I didn't think Winslow amounted to much of a thing, and I told Mr. Greeley so.

Senator SPRAGUE — What the judge thought or told Mr. Greeley is not important.

I didn't ask you for any accusations against Mr. Winslow ; you had some conversation with Senator Winslow, did you, reference to the passage of the election law or the charter ? A. I think that I ever had any conversation with Mr. Winslow in reference to the charter ; of course, presenting that letter, I had some conversation with him about the election law, but not much, for I presented the letter merely more out of courtesy to Mr. Greeley than for other reason ; I would not take a letter from him and not read it.

Did you see Mr. Greeley, at Albany, about that time ? A. Yes ; I went up with him the time he went up to see about the charter, before the passage of the Tweed charter.

Was you there when he appeared before the caucus of the representatives ? A. No, sir ; I was never before a republican caucus before.

Did you mean there in Albany ? A. I was there at Albany ; I wasn't with Mr. Greeley much ; I saw him two or three times up there.

Do you know whether or not Mr. Greeley advised the passage of the Tweed charter ? A. Only from what Mr. Greeley has told me. I suppose that would not be proper ; were you there when the charter was passed ? A. I was in Albany, yes, sir.

Was you in the Senate chamber ? A. I was in there twice in the afternoon ; the Senate remained in session until late ; I was in there some of the time when the charter was up ; but whether I was present when the final vote was taken I don't remember.

Was the election law passed the same day ? A. That is only a matter of chance ; my impression is that the election law was passed the same day, but I am not sure.

Did you draft the election law that you carried up ? A. Yes, that was the one that was reported by the Senate judiciary committee, and printed in the Senate bills of that year.

Did you say the bill you carried to Albany was not passed ? A. No, sir ; well, I believe they cut two pieces out of it and put in another.

Was that change made in the judiciary committee or in the Senate ? A. The two parts they took were, I think, a provision that there should be watchers at the polls for protection, and the other part was regarding the inspectors — they were required previously by law to make a declaration at the conclusion of the canvass of each box, a proclamation of the result ; and this provision was, that that declaration should be

prima facie evidence; but those things amounted to nothing but the rest of the law, which secured honesty.

Q. Without giving the details, what was the chief points of difference between the law passed and the one you prepared? A. The law that I drafted was an entire revision of the election law of 1869 and all the statutes that have been passed since up to that time, on the subject of elections together, and the provisions incorporated into it, throwing out of what has been shown to be here — had been shown to be the city of New York to be the great difficulties about obtaining honest election results here; careful provisions to guard against frauds in the future, and its provisions were especially guarded against fraud, in respect to the manner in which the canvass should be conducted at the close of the polls, because we all knew here in the city of New York that that was the great source of fraud; there was very little repeating, or any thing of that kind, after the passage of this law; the bill was especially stringent upon this subject of the canvass of the votes; at the election of 1869 in New York, where these men had control, in some of the districts, the votes were not canvassed at all; they were made up on local tickets I mean.

Senator SCHOONMAKER — I don't care about that.

The WITNESS — It was to guard against those frauds, and the law that was passed, its principal features were, in the first place, it took away from the mayor of the city of New York almost absolute control over the election machinery; he was to appoint a head of the bureau of elections, who made out instructions and fitted up the polls, and did all that machinery work, and that was, the following year, amended, giving further power to the mayor, either directly or through the chief of the bureau of elections; then this bill provided also for the election of inspectors; it was a very cunningly devised scheme for the election of inspectors, requiring them to be voted for by wards.

Senator SPRAGUE — Is this at all material, to go into the justice of the opinion and views in regard to this law?

Senator SCHOONMAKER — I don't think it is; what I wished to state were the main points of difference.

The WITNESS — The inspectors were elected by wards; but unlike the seventeenth ward; we had thirty election districts; we voted for two inspectors for each election district on one ticket, about sixty names for inspectors on the ticket.

Senator SCHOONMAKER — We don't want all this.

Senator SPRAGUE — I cannot see what this has to do with the charges against Senator Woodin.

The WITNESS — I am not desirous of volunteering testimony, but I supposed the object was to show whether this was an honest election law, that would be a reason for passing the charter, and I answered it in that way, that if the election law was honest, and intended to secure honest elections, then there might be some reason for doing another thing to pass it.

Q. Who was mayor at that time? A. A. Oakey Hall.

Q. You say the election law that was passed put the power of the appointment of the inspectors in the mayor's hands? A. No, I said they elected by wards; in the year following they passed a law putting them in the mayor's hands.

Q. I understand you to say that you had no knowledge or information in regard to the use of money in the Legislature at that time?

A. None whatever; I don't know as I ever heard, at any time, any specified accusation made; I have no remembrance of it.

By the CHAIRMAN:

Q. You say you hesitated about presenting Mr. Greeley's letter to Senator Winslow at that time? A. Yes, sir.

Q. Because you regarded him a Senator of but slight influence?

A. That was substantially it, Mr. Senator.

Q. You say, also, that the passage of the registry law was given as an excuse by members of the Legislature for voting for the charter; do you mean by that that they assigned the passage of the registry law as a reason for voting for the charter? A. I mean to say that the leader of the republicans of the Senate stated that, in Congress Hall, in a conversation I had with him, as a reason; Senator Parker, I mean; Senator Parker, of St. Lawrence.

Q. He assigned, as a reason for voting for the charter, that it thereby secured the election law? A. Secured the passage of this election law.

Q. Did you understand that to be the reason assigned by other Senators? A. I could not say, now.

Q. Did you converse with any of them? A. That I had any conversation with any of the republican senators after the charter passed, except Senator Parker, I don't remember, unless there is something to call it to my mind; I certainly never had any conversation with Senator Woodin, that this investigation is about; I didn't know him at that time, and didn't become acquainted with him until several years afterwards.

Q. Did you hear the passage of the election law given as a reason before the charter passed, why certain Senators would be likely to vote for the charter? A. My impression is that Mr. Greeley told me that the republican Senators were very anxious to get an election law passed; that is my impression.

Q. You have stated in your testimony that the registry law was worse than the charter? A. The election law, not a registry law.

Q. Didn't that election law provide for a registry? A. Had some provisions in about a registry, but not many; there was a registry law in existence; my impression is now—I may be wrong—that the principal provisions of that election law were not in regard to the registry.

Q. Wasn't that election law, a law that was passed almost concurrently with the charter, a republican measure in the Legislature? A. No, sir.

Q. It was not? A. No, sir; it could not have been; it wasn't of the nature of things possible.

Q. There has been some testimony on that subject? A. I cannot help it.

Q. You were a democrat? A. I am a democrat.

Q. It would not be strange if you, being a democrat, and certain members of the Legislature being republican, should look at an election or registry law from a different standpoint and have different opinions as to whether it was a wise or unwise measure. A. Because I am a white man, that don't prevent me telling a black man what I see him.

Q. Why not; members of two different parties look differently upon the same measure, regarded as a political measure? A. It would hardly be in the nature of things that the republican Senators of intelligence could pass a bill to secure honest elections in the city of New York when, if they analyzed its provisions, they would know it didn't secure, and wasn't intended to secure, honest elections.

Q. Wasn't that the bill that was advocated by Mr. Greeley? A. No; I am confident it was not, from what he told me; I have no doubt but what there was a great deal of deception to Mr. Greeley about the bill; I don't know whether he had read it; I talked with Mr. Greeley afterward, and I am sure in the conversation I had with him afterward that he didn't approve of the election law that was passed; of course I cannot remember distinctly, but I think if

read the articles he published in regard to Winslow, you would think it stated so distinctly —

Q. You refer to those on the subject? A. In my conversations with him, to both.

By Senator SPRAGUE :

Q. At any rate the election law that was passed was not the one that you drew? A. No, sir; except so far as I told you before.

By Mr. SPRIGGS :

Q. The republicans were desirous of passing an election law that winter; the republicans, and Mr. Greeley at the head, were desirous of passing an election law that winter? A. I cannot say how the republicans were, but I know Mr. Greeley was very desirous of passing an election law.

Q. The election law that you prepared wasn't passed, but another one was; that is true, is it not, Mr. Waterbury; and while Mr. Greeley was there, too? A. I don't know whether Mr. Greeley was there.

Q. At Albany, I mean? A. The election law I prepared was not passed, but another election law was passed; that is very certain.

Q. That same winter was not Mr. Ottendorfer elected Regent of the University? A. That I cannot remember in which year he was elected.

Q. It was in the winter of 1870? A. I don't remember; I have too many things to think of to be remembering every thing like that.

By Senator SCHOONMAKER :

Q. Was Tweed in favor of the election law that was passed? A. Not from what he said in the Senate he was not; I can only judge from that.

By Senator BRADLEY :

Q. You said, judge, that you knew how the election law was passed? A. Yes, sir.

Q. You mean by that that you know it was passed by any improper means, appliances? A. Not by the use of money, or any thing of that kind, if that is what you mean; I was only referring to what took place in the Senate; what I saw there and heard.

Q. By the use of any thing valuable, I mean? A. No; what I

said by way of reference to this, that the election law which I proposed, and which Senator Murphy of Brooklyn reported from the Judiciary committee and earnestly urged was defeated, and this election law passed by the most direct and positive use of Mr. Tweed's power in the Senate; I mean simply that; so much so that he (Tweed) turned around and asked Senator Murphy if he thought he could contest any thing with him in that Senate;" the biggest piece of arrogance I ever witnessed in the Senate, sir.

Q. Then you understand that the passage of this election law was produced by the power or influence of Tweed? A. Undoubtedly it was.

By Mr. SPRIGGS:

Q. Wouldn't the fact that you took an election law be a sufficient reason for Tweed to be opposed to it at that time? A. Oh, no, I could talk with Tweed just as pleasantly as any body.

Q. You were in opposition at that time? A. Everybody who was opposed to this domination of the city of New York was actively, and I was always on pleasant personal relations with Tweed.

Q. Tweed was opposed to the legislation proposed by you? A. No, sir; Tweed knew whether he wanted a thing, or didn't want a thing; if he wanted a thing, he was in favor of it; if he was opposed to it, he was opposed to it; he didn't govern himself in that way.

Adjourned until to-morrow morning at eleven o'clock.

10 A.

The committee met pursuant to adjournment.

All the members of the committee being present.

GEORGE JONES, being duly sworn, testified as follows:

The CHAIRMAN—Mr. Jones, it has been represented to the committee that in 1870 or 1871, or about that time, you made charges of corruption against certain Senators who were members of the Senate during the session of 1870. You are called as a witness to that account, in order that we might obtain your personal knowledge on the matter. I believe a memoranda has been handed to you by Schoonmaker in reference to it, and I suggest that he examine it in reference to it.

Senator SCHOONMAKER :

Where do you reside, Mr. Jones? A. In this city.

Are you connected with the New York Daily Times? A. Yes,

What relation do you sustain to that paper? A. I am publisher.

Were you publisher in 1870? A. Yes, sir.

and 1871? A. Yes, sir.

Did you in those years have any knowledge of the editorial that appeared in The Times? A. Portions of it.

Any control over that matter? A. I do.

Have you files of The Times of 1870, with you? A. No, I have
was subpoenaed up town and stopped on my way down to see
could be required.

Will you recollect the fact that in March and April, 1870, cer-
torials appeared in The Times in reference to the so-called
charter? A. I remember it in a general way; I have not
and my memory by looking at the paper.

I wish to call your attention to an article that appeared on the
April, 1870, and to ask you whether you remember a statement
effect in that article in speaking of the Tweed charter, "there
nothing to be bought, and there was plenty of money to buy
extraordinary means to gain the end of a protracted extension of
were used," or to that effect; do you remember that article?
remember there were some strictures upon the passage of that
cannot say as to the exact language used.

I wish to call your attention to an article that appeared on the
day of August, 1871, and to inquire whether you remember
re to this effect in speaking of the Tweed charter at Albany:
and Sweeney had the votes already bought up; of all the
can Senators, Senator Thayer alone is recorded as voting
it;" do you recollect that? A. I don't, only in a general way;
there were severe strictures upon the passage of the charter
Times.

Was it intended by these strictures to charge that money, or
er influence, had been used to secure the passage of the Tweed
or in reference to the passage of the Tweed charter? A. I
the language used would indicate as much; I think there
specified charges against individuals.

Had you then, or have you now, any knowledge of the fact that
was used for the purpose indicated? A. Personal?

Q. I ask first, personal? A. I don't.

Q. I understand you to say that you have not now any knowledge of the fact that money was used for any purpose mentioned in the articles, sir.

Q. Have you any knowledge that money was raised for that purpose? A. No.

Q. Did you refer in the strictures, to which I call your attention, to any particular Senators? A. I don't know whether the quotations in The Times which you read do that or not.

Q. I think they don't? A. That is my impression that they don't.

Q. Had you in fact reference to any particular Senators? A. I don't write the article, and therefore I cannot say what the writer's purpose was, or his belief was.

Q. Have you any knowledge of what his purpose was? A. I don't know it.

Q. Are you able to say whether or not any reference was intended to be made to the action, in the Senate, of Senator Woodin? A. I don't, more than a general dissatisfaction with the action of the members of the Senate.

Q. Do I understand you to say that you are not able to say whether reference was intended to be made to him or not? A. I supposed the general language of the article would apply to every one who voted for that charter, every Senator who voted for that charter, perhaps; if Mr. Woodin's name is not mentioned, I don't see how I could say that it referred to him any more than any other member who voted for the charter.

Q. I think no names were mentioned at all? A. No.

Q. Do I understand you to say that the articles didn't refer to Senator Woodin? A. I cannot say that; I don't know what the purpose of the writer was; I didn't write those articles.

Q. Did you control the matter that appeared in The Times? A. I could control it; I didn't always.

Q. At that time? A. I was then in a position to dictate the course of the paper.

Q. Were the articles, to which your attention has been called, written by your direction? A. No, sir; you mean specific charges?

Q. Either specified or general? A. General, I might say, yes.

Q. I refer, of course, to the charges of corruption, whether

were by your direction? A. The general feeling then was, that the charter was passed by appliances that would bear out the charges made in the paper; of that general feeling I partook.

Q. Did you have any facts upon which to base your opinion? A. We had the published facts, as exhibited in the passage of the charter, open to every one.

Q. Had you any information, apart from the facts published in the newspapers? A. I don't think we had; I am speaking now of things occurring five or six years ago, and of course I am not as clear as I would be if it was something recent.

Q. You said you had no personal knowledge of any corruption? A. Yes, sir.

Q. Had you any information, or have you now any information, that corrupt means were used to secure the passage of the Tweed charter? A. I cannot say that we have, and I cannot say that we have not; I cannot remember all the circumstances that went to make up the impression that there was uses made or appliances used to pass the charter that would bear that construction.

Q. Had you, at the time these articles were published, or have you now, any knowledge or information that a fund was raised for the purpose of influencing legislation at Albany? A. Not farther than a general impression.

Q. What gave you that impression? A. The facts that we believed the charter was in the interest of a certain coterie, or clique, in New York, who received advantages from it and get a prominent hold of power.

Q. Was that your view of the charter at the time of its passage? A. It was; yes, sir.

Q. Was that fairly inferable from the provisions of the charter? A. That is stating matters of opinion that is almost impossible to determine; every individual gets impressions or opinions from certain facts that would not be satisfactory to others.

Q. Have you any knowledge of your own, or by information, of any fact connected with the Legislature that winter derogatory of the integrity of Senator Woodin? A. I have not; no, sir.

By Senator SPRAGUE:

Q. Do you know any person who, as you suppose, was engaged in the passage of the Tweed charter, outside of the members of the Legislature, who could afford us any information as to the means

used in obtaining its passage? A. I don't know personally; I know, in answer to that question, that parties that made themselves interested in the passage would be liable or likely to know.

Q. Who were the persons, outside the members of the Legislature, who interested themselves in the passage of that charter? A. I don't know that I could give you the names from memory.

Q. Can you give us the names of any of them? A. I should like to do that until I had refreshed my memory; I don't know whether the paper charged individuals with interesting themselves; I didn't visit Albany that winter at all; all the information was here.

Q. Did you have any conversation yourself with the members who were interesting themselves to procure the passage of any charter? A. I cannot remember that I did.

Q. This charter passed the Senate, I think, with the vote of the Senators but two, the evidence is? A. Yes, sir; Mr. Tilden and Genet.

Q. Do you know any reason why one Senator, of all who voted, should be charged with being influenced with improper motives more than another? A. No, sir, I don't; I suppose they all came to the conclusion that it was their duty to vote for the charter.

Q. When these articles were written, was it your theory that the Senators who voted for it had been corrupted? A. That is not what I say; I say I don't know what the intention of the writer was; I say I didn't know the account; the charter developed, as it went on, an accumulation of power in the hands of a few that no one, perhaps, at the moment of its passage, contemplated; its actual workings seem to be to create a state of affairs that you could not have foreseen.

By Senator SOHOONMAKER:

Q. Mr. Jones, is the writer of the article to which your attention has been called, now connected with The Times? A. I cannot say; I think some of them are; I should not be able to tell you the moment who wrote the articles at all.

Q. You have no recollection who wrote them? A. I don't know; they were probably not all of them written by one person; there were a good many writers on that paper.

Q. Is there a responsible editor of the paper; I mean an editor-in-chief? A. I occupy that position.

Q. You are the editor-in-chief yourself? A. The editor-in-chief, I might say; the power rests in me.

Q. Do I understand you to say that you believed in the truth of these charges of corruption at the time they were made? A. I believed, as I say, in a general way, that the passage of the charter was procured by great exertions; what they were, in what shape, I cannot tell.

Q. The question is whether these articles which charged corruption expressed your views? A. I shared in the general belief that there were improper efforts made to get the passage of that charter.

Q. Had you any evidence to charge that, "there was something to be bought, and there was plenty of money to buy it," in the passage of that charter? A. I believe that to be so at the time, and I do still.

Q. Have you any evidence to support that belief? A. Personally, I could not say that I had; the evidence was more inferential than otherwise.

Q. Did you consider the paper justified in making the charge that the Senators had been guilty of corruption without having evidence to support it? A. I think the impression was sufficiently strong, from the advantages gained and the great efforts evidently used to justify us in charging as we did; I believed that that was so, or else I should not have made the charge.

Q. Did you have any evidence to sustain the charge of August 17, 1871, that "Tweed and Sweeney had the voters already bought up?" A. We had the facts that they voted in that way, and that Tweed and Sweeney derived great advantages from the passage of the charter.

Q. Was that all the evidence you had to support the charge? A. That and other circumstantial evidence that I cannot now detail; at all events it was convincing, or we should not have made it.

Q. Are you able to state the evidence now that was convincing to yourself and the editors of The Times? A. All the circumstances went to show there was great advantage to be gained to certain individuals, and the effort made at the time were convincing, to our mind, that there was nothing spared to do it.

Q. Do you intend to be understood as testifying, Mr. Jones, that these were all inferences from the character of the charter and the ends that were to be gained under the charter? A. That and all the circumstances that then came to our knowledge.

Q. What circumstances do you refer to? A. That I cannot tell you in detail; I know it was convincing to us at the time, and I think subsequent events clearly demonstrated that we were correct.

By Senator BRADLEY :

Q. Was there a reporter of The Times at Albany during that session of 1870? A. Yes, sir.

Q. Appointed by you? A. Yes, sir.

Q. A reporter of your selection? A. My selection; yes, sir.

Q. You received from him daily, or nearly so, accounts of the proceedings? A. Yes, sir; and from him we got impressions that we believed to be based upon facts.

Q. These impressions that you say you have, and had, respecting the influences used to produce the passage of this charter, were they derived from the then current events? A. Yes, sir.

Q. Or subsequent information? A. From current events at the time.

Q. Were those events published in your paper or not? A. Probably not all.

Q. Are you able now to recollect sufficiently those events to state some of them? A. I don't think I could in detail, sir, without having some time to look them up; I don't know that I could at all; they have gone by and I have not thought of them since.

Q. Are any of those circumstances, that occurred at Albany, in and about the Capitol? A. I presume so; our correspondent there communicates with the editors; I don't always know every thing that goes between them; they are detailed to write.

Q. Did they relate to the personal action and conduct and association of members of the Legislature? A. I presume so.

Q. At Albany? A. I presume so.

Q. Do you now recollect the names of those members of the Senate that were involved in those circumstances that you have referred to? A. I don't any more than collectively the members who voted for the charter; I don't know that I could select out particular names; I know names were used at the time that were reflected upon in that connection.

Q. You don't now recollect the names? A. I recollect some names.

Q. I don't care, if you recollect any names you may state them? A. I do.

Senator SPRAGUE — That hardly makes it evidence.

The WITNESS — I wish to state that in asking for particulars of events occurring so long ago, I wish to be very cautious not to inflict any injury upon anybody.

Senator BRADLEY — I don't suppose you would state unless your recollection was distinct upon that as to individuals.

Q. Was Senator Woodin one of the individuals?

Mr. SPRIGGS — That I think I ought to object to; it is mere rumor; if he has any knowledge I desire to have it.

The CHAIRMAN — I don't suppose it is legal evidence what anybody told him about any other person.

Mr. SPRIGGS — The question is hardly that; it is whether there was a rumor at that time; I have no objection to its coming out, but it is not strictly legal.

The CHAIRMAN — Let him answer.

Q. What do you say? A. I suppose that there were names used in the paper; you can discover that by looking over the files; I cannot say whether we used particular names or not; the paper itself would be evidence of that.

By Senator BRADLEY :

Q. You referred in your statement to circumstances that occurred about the Capitol? A. Yes, sir.

Q. The inquiry was, if you recollect, that Mr. Woodin was involved in those particular circumstances? A. I don't know that he was any more than any other member of the majority.

Q. Did you receive confidential communications from Albany — strictly confidential — relating to the conduct of members of the Legislature on the subject of the charter? A. I suppose it is possible that the editor in charge did; I don't remember of having any thing of that sort myself.

Q. You have no recollection? A. I have none.

Q. Upon that subject? A. No.

Q. You understand communications of that character were received at The Times office by somebody? A. I know that a person in charge at Albany always writes a private letter, if he has any thing particular to say outside of what he wishes to put in his public letter.

Q. That is common? A. That is — it goes on all the while.

Q. You recollect that was so during the session of 1870? A. I presume it was; I have no distinct recollection, but I know that is the course.

Q. You at that time conducted this paper, I understand? A. Yes, sir.

Q. That was a party paper? A. Sometimes people think it is not very much of a party paper.

Q. Was it known as a republican paper? A. Generally known as such, although I have known republicans to say that they didn't think it was.

Q. I ask you — you understand it was an orthodox republican paper? A. As a partisan paper I understand you; it is not.

Q. It is not? A. It is not; we take the liberty of reflecting upon the action of our own party; or the other side, if we think our own party is not doing wisely or well; we have always exercised that liberty.

Q. You do that, Mr. Jones, respecting the men occupying official positions? A. Yes, sir.

Q. But at the time of an election it is a partisan paper? A. I don't like the term partisan paper, because I don't think I would be willing to do what I consider wrong for a party, and I think strictly a partisan paper will.

By Senator SOHOONMAKER :

Q. Who was the correspondent of The Times at Albany in March and April, 1870? A. My impression is that it was a Mr. Snow, with an assistant or two.

Q. The same gentleman who is the present correspondent? A. No, sir; Mr. Mills is the person there now; I believe it was Mr. Snow; he occupied that position three or four years.

Q. What was his full name? A. Augustin Snow.

Q. Was he the correspondent from whom the information was acquired? A. If I am correct in the fact that he was the correspondent at that time, and I think he was.

Q. Where is he now? A. He is in Albany, I think.

Q. Do you intend to state that the charges in corruption made in The Times were based, to any extent, upon communications from Mr. Snow? A. I suppose they must have been; I only speak of the probability; I cannot speak of actual knowledge.

By Mr. SPRAGUE :

Q. I understand you to say, Mr. Jones, that you have no knowledge that any republican Senator was induced to vote for this bill from any corrupt or improper motives? A. No personal knowledge at all.

Q. Had you any knowledge that Senator Woodin was induced to vote for the bill from any corrupt or improper motive, or other than those of a party character? A. No, I have not.

By the CHAIRMAN :

Q. Do you remember the fact that a registry law for the city of New York was passed — election law — was passed in the winter of 1870? A. I do ; yes, sir.

Q. Do you remember whether that was a republican measure or not? A. I remember that an election law to protect the franchises was greatly desired, and presume now that the republican members were in favor of it, especially as they voted for it.

Q. Did you know personally many of the Senators who were in Albany at that session? A. Some, yes, sir ; not largely.

Q. Did you know Senator Woodin personally at that time? A. No, sir ; I think not.

Q. Did you know any of the new members of that session, those who went there for the first time that winter? A. I couldn't tell you who the Senators that appeared there the first time were.

Q. Senator Woodin was one, and Winslow was another? A. Yes, sir.

Q. Had you met him at that time? A. I think not ; I knew him afterward.

Q. You knew Mr. Tweed? A. Never ; didn't know him ; I saw him once only in my life.

Q. Did you know his general reputation in New York? A. Tolerably well, yes.

Q. Were you acquainted personally with the Senators from New York city who were at Albany that session? A. I cannot recall the names.

Q. Did you know the persons who were reputed to act with Mr. Tweed, at that time, in reference to measures before the Senate? A. I only know, in a general way, that he was the head of the democracy here then, and exercised an influence that controlled every thing.

Q. You knew the general reputation, the public reputation of Mr. Tweed and those who were supposed to act with him, at the time? A. Yes, sir.

Q. At that time did you inform yourself as to the general character of the Senators at Albany, otherwise than as appeared from legisla-

tion? A. I don't think I did; I cannot tell what inquiries I made touching individual Senators; I probably did make a good many.

Q. Then when you said that you formed an opinion that corrupt means may have been used, did you base that upon the general character of Tweed and the men that acted with him, or upon the general character of the Senators? A. Very much of the character of the people who were pushing the measure.

Q. Did you have any knowledge on the subject at all? A. Not any more than —

Q. A mere impression of the character of the persons who were urging the measures? A. Yes, sir.

By Senator SPRAGUE:

Q. Did you examine the provision of the Tweed charter before it was passed? A. I presume I did; I cannot tell from recollection; of course, I must have.

Q. Was your paper opposed to the passage of the Tweed charter, and did it so announce itself before it was passed? A. I think so.

Q. Are you sure about that? A. That is my impression; I should dislike to say, when it is a matter ascertained by reference to the paper itself; I refer you to the paper.

Q. The question is, whether the opposition to the Tweed charter arose from an examination of the charter previous to its passage, or more from a knowledge of the men who were engaged in pushing it, and from subsequent developments as to its real operations. A. From the latter, more.

By Senator SCHOONMAKER:

Q. You wrote none of the articles yourself? A. No, sir.

Q. You were in entire sympathy with the charges made in those articles? A. Yes, sir.

Q. And that the charges were made without evidence to support them? A. Without direct evidence, so far as I know, sir; I am speaking of myself, as a witness.

By the CHAIRMAN:

Q. Nothing farther than rumor or hearsay, so far as you know? A. Personally, I don't know any thing about it.

By Senator SPRAGUE:

Q. Mr. Jones, if there was any individual connected with The Times who knew any facts upon which the charges were made, who

would it be ? A. At that time it would be Mr. Jennings, who had the direction of the paper.

Q. What is his name ? A. Louis J. Jennings ; he is in Europe.

By Senator BRADLEY :

Q. Now a reporter of The World ? A. Yes, sir.

By Senator SOHOONMAKER :

Q. Mr. Jones, have you any direct evidence upon which you relied to sustain those charges of corruption ? A. I must have had ; there could not have been an opinion formed without something to form it upon.

Senator BRADLEY — If, upon reflection, you can ascertain any facts that will throw light upon this subject, we wish you would come yourself or send some party to us, who can give us any information.

The WITNESS — I will do so, if I find any.

JOHN KELLY, being duly sworn, testified as follows :

Examined by the CHAIRMAN :

Q. Where do you reside, Mr. Kelly ? A. I reside in New York.

Q. What is your business ? A. I am comptroller of the city.

Q. How long have you been comptroller ? A. About four and a half months.

Q. Did you hold any office in the city of New York before being comptroller ? A. Yes, sir.

Q. State what ? A. Sheriff ; I was in Congress twice ; was an alderman two years.

Q. About when ? A. I was alderman in 1853 and 1854.

Q. Member of the Legislature ? A. I was in Congress in 1855, 1856 and 1857 ; I resigned in 1858 ; I was sheriff in 1859, 1860 and 1861 ; I was sheriff in 1865, 1866 and 1867.

Q. During the past twenty years you have taken an active part in political matters ? A. With the exception of about three years, when I was abroad.

Q. With which party have you been identified during that time ? A. The democratic party always.

Q. Has the democratic party been a unit in the city during that time ? A. No, sir ; divided most of the time.

Q. With which branch have you been identified, if there were branches ? A. With the regular organization, with the exception of

once; I supported Mr. Gunther for mayor, who was an independent candidate.

Q. What name has the regular organization? A. Tammany.

Q. Are you acquainted with William M. Tweed? A. I am.

Q. Formerly a Senator? A. Yes, sir.

Q. How long have you known him? A. Since 1854; I knew him by reputation before that time.

Q. What has your relations been with him? A. Never intimate.

Q. You have known him during that time? A. I have sir.

Q. How frequently have you seen him during that time? A. Sometimes I would not see him once in three months, but sometimes once a week, and probably two or three times a week; I have not seen him since I saw him in 1872; I think, spring of 1872; I have not seen him since; I saw him in 1872 in a carriage, and since that time I have not seen him at all.

Q. Did you act with him politically during the time commonly known as the time of Tweed's reign in New York city? A. I was in the organization; I never acted with Tweed; sometimes I was a member of the committee, and then again I was not; the general committee.

Q. How long is it since you have seen Tweed? A. I saw him in 1872, in the spring of the year, I think.

Q. Was that the last time you saw him? A. The last time.

Q. Are you acquainted personally with Wm. H. Hurlbert? A. Yes, sir.

Q. Editor of the New York World? A. Yes, sir.

Q. How long have you known him? A. I have known Mr. Hurlbert, by reputation, for probably twelve or thirteen years; I have known him pretty well for the last three or four years.

Q. What are your relations with him now? A. Very friendly.

Q. Have you seen him lately? A. I have.

Q. When did you see him last? A. I think I saw him last Monday or Friday.

Q. Have you not seen him since then? A. No, sir.

Q. Are you acquainted with Ballard Smith? A. Yes, sir.

Q. City editor of New York World? A. I am.

Q. How long have you known him? A. I have only known Ballard Smith a few weeks; I never knew he was in the office a few weeks ago.

Q. Do you ever read the New York World? A. I do, sir; every morning.

Q. Did you read the edition of Tuesday, April 17, 1877? A. I did, sir.

Q. Does this appear to be the paper; it is headed "Tweed's confession; the story of his guilt; who shared in it?" A. Yes, sir.

Q. Before the publication of this article, did you have any conversation with Mr. W. H. Hurlbert? A. I did.

Q. Or Mr. Ballard Smith? A. I did, sir, with both of them.

Q. In reference to an article to appear in The World? A. I did not know what they intended to do with it; I supposed they intended to put it in The World.

Q. Did you have any conversation with either of them in reference to the subject-matter and the substance of this article? A. I did, sir.

Q. With which one of them? A. With both.

Q. Did you furnish to either of them any part of the statements contained in this article? A. I did, sir.

Q. To which one of them? A. To both of them.

Q. Furnished to both of them? A. Yes, sir.

Q. Glance your eye over the article and state which part you furnished; I am inclined to think the first few sentences came from Albany. A. All of that in relation to Senator Woodin.

Q. All in the first two columns in relation to Senator Woodin? A. Yes, sir; and all of it in relation to Senator Bixby, and all of it in relation to the names—not all of the names, but some of the names mentioned here.

Q. Mr. Hastings? A. Yes, sir.

Q. Did you know of your own knowledge, that the statements contained in these two columns which you say was furnished to Mr. Hurlburt and to Mr. Smith, were true? A. No, sir.

Q. Did you know of your own knowledge that Mr. Tweed had made any arrangement of any kind, or had any pecuniary transaction of any kind with Norris Winslow, State Senator, in the year 1870? A. I did not.

Q. Then you know nothing in reference to the allegation, of your own knowledge, that he gave \$200,000 to him? A. I know nothing except—

Q. I simply ask you your own knowledge? A. Very well; I know nothing of it.

Q. Do you know, of your own knowledge, in reference to any arrangement, as charged here, that Mr. Tweed gave Mr. Hastings a

check for \$20,000, with the understanding that the money was to go to some Senator? A. I did not.

Q. Then you, personally, know nothing whatever of the matter stated? A. No, sir.

Q. Have you been at Albany during the present session of the Legislature? A. Once, sir; I have been there once; subpoenaed there before a committee.

Q. What is the fact with reference to bills being before the Legislature in reference to the city of New York; do you know of any bills being there? A. I know there are several bills.

Q. In reference to the salaries of New York city officials? A. Yes, sir.

Q. In reference to the reorganization of the city government? A. Yes, sir.

Q. In reference to the consolidation of certain departments? A. Yes, sir.

Q. The effect of those bills is generally to decrease salaries? A. No, sir.

Q. In some respects it is; it decreases the salaries of some and increases that of others? A. Yes, sir.

Q. It decreases the number of officers? A. It decreases the number in some departments.

Q. Do any of those bills affect the comptroller's department? A. Yes, sir; one of them does.

Q. In what way? A. It makes the office a legislative office.

Q. And legislates the present comptroller out? A. Yes, sir.

Q. How long would your term under your present appointment continue? A. four years.

Q. When would your term expire if the bills pass? A. In 1878.

Q. How much does that shorten the comptroller's term? A. About three years.

Q. What other effect does it have upon the comptroller's office? A. Provides how the sinking fund shall be apportioned; provides how the board of apportionment shall be constituted.

Q. How does that affect the comptroller's office? A. None at all; it does not affect it all.

Q. Is there any bill before the Legislature reducing the salary of the comptroller during the present term? A. That reduces the comptroller's salary twenty-five per cent.

Q. And the salary of all persons employed in the controller's office whose salary is above \$1,500? A. Yes, sir.

By Senator SOHOONMAKER :

Q. Mr. Kelly, you have answered that you have given certain information to W. H. Hurlbert, the editor of The World, and also to Mr. Smith, the city editor of that paper, and that you had no personal knowledge of those matters; what knowledge had you upon which you based your information? A. I think about two months ago Attorney-General Fairchild called upon me in relation to a letter that had been written to Mr. O'Connor by Mr. Tweed, wherein Tweed proposed to surrender property in his possession, and also to give such information as would enable the city of New York to defend actions now pending in our courts, and to become, in other words, a witness for the State and the city, if his services were required; Attorney-General Fairchild, I think, called on Mr. Tweed, after having received a copy of that letter, for the purpose of ascertaining in what way he could be useful to the city, and whether he was willing to fulfill any statement he had made in the letter; after having seen Tweed, he called on me again, and a general conversation took place as to what Tweed would be able to do; he informed me these statements were indefinite; and that they probably could not be corroborated, and that it was hardly worth while for him to have any further communication with Tweed, unless that he was perfectly willing and without any reservation to give a full statement as to all the facts he was possessed of; and in any other way to be useful to the State and to the city; I think the matter stood in abeyance then for some weeks; in the meantime Mr. Townsend, who had been employed by Tweed without my knowledge, called on me and asked me if Mr. Fairchild had seen me in relation to the matters connected with Tweed; I told him he had; well, he then asked me what it was he wanted; I then repeated to him that he wanted Tweed to surrender all the property in his possession, and that he wanted him to give evidence that would enable him to recover the money back that had been paid to members of the Legislature and to other individuals — money which belonged to the city at the time; or rather that money was taken from the city at the time and paid to these individuals; and, in other words to make a general surrender; well, Townsend then informed me that he had had several conversations with Tweed himself, and he told him at each of these times,

that it would be nonsense for him to attempt to do any thing for him, unless he placed himself entirely in the interest of the city and the State, and that Tweed was reluctant to give the names of these people to whom he had paid money ; then the thing stood in abeyance again for three or four weeks ; in the meantime Townsend, I presume, had gone on with his client, and gotten all this information ; no, Townsend at this time showed me some memoranda he had made ; I saw points in the memorandum which were very important, and I asked him if he would permit me to make a copy of it ; he agreed to do so, provided I would not use them ; I told him I would not, but in the meantime the points contained in his memorandum I was already in possession of from Attorney-General Fairchild ; he told me in substance what Townsend told me afterward ; from his copy, or rather from his statements, I made a copy.

By Mr. SPRIGGS :

Q. From the statements of the Attorney-General or Townsend ?

A. What Mr. Townsend's memoranda was, I was already in possession of, and got them from the Attorney-General himself, in a conversation.

Q. So that your memoranda was made from what you got from the Attorney-General ? A. From both.

Q. I did not know that Townsend left you his copy ? A. He left me his copy, but he left me nothing but what I had full knowledge of before, and, in the meantime, Mr. Townsend, I presume, had gone on ; I had not seen him in three or four weeks ; after that, and in the latter part of March, Mr. Hurlbert came into my office, not to see me about Tweed at all, but while there in a general way the conversation came up in relation to Oakey Hall's flight ; Mr. Hurlbert was sympathizing with him ; said he believed him to be an honest man, and that it was a pity he was persecuted in this way ; I said in reply he had better not be too sure about that ; he wanted to know the reason why, and I answered him by saying, " I have seen several times articles in your paper, all of them sympathizing with Mr. Hall ; probably if you knew all the facts connected with the old ring proceedings you would not take a very favorable view of Hall ;" that led to a conversation about other people connected with the old ring, and the understanding was at that time — I told him — I said : " There is nothing at all which compels me to keep silent in this matter, but I don't want you to say any thing about it until the confession of

Tweed appears; probably would be better to say nothing;" and he told me he would not until after the confession was delivered in the hands of the Attorney-General, then you may talk as much as you please about it; well, says he, "when the confession is sent on to the Attorney-General, won't you see me again about it?" I says, "yes, I will;" or rather, "won't you see Mr. Smith, my city editor?" I says, "yes;" Mr. Townsend came to my house on Saturday evening; he had promised, however, before sending that confession to Albany, to show it to me so as to determine in his own mind whether it met the requirements of the Attorney-General, and stated to me at the same time it would be nonsense for him to go to Albany with any statement of Tweed unless he was perfectly sure to meet all the requirements; and he came to my house on Saturday evening, and in a general way I told him I did not want to listen to any names particularly at all, but to state the general outline of the confession, so that I could determine also from the conversation I had with Mr. Fairchild, that it met the requirements; he ran over the papers very hurriedly, and made statements with relation to Senator Woodin; I saw that; I had that before; and statements in relation to Mr. Hastings; statements in relation to members of Assembly.

By Senator SCHOONMAKER:

Q. Mr. Winslow? A. Yes, sir; Mr. Winslow and of the Senate, and individuals who are not in public life; I paid no attention to those names at all because I did not want to know about that part of it; I was only interested in the point that had been brought up before, by the Attorney-General as to whether the confession met those requirements; probably he spent two hours—the confession is very voluminous—and he then left me; on the Monday following I sent word to Ballard.

Q. To Ballard Smith? A. Yes, sir; and he was not in his office, but subsequently he came in and got the message, and came over to my office in the afternoon of Monday; I then told him that the confession was probably in Albany, and I had promised Hurlbert to say something to him about it, and was now ready to give him a few points, and I gave him those points which you see published in the New York World—not all of them; there are some things he probably had himself, but the main points as to Mr. Woodin and Mr. Hastings, and the Navarro contract, and so on.

Q. The point in relation to the \$200,000 to Winslow? A. Yes,

; that confession contains that; that he paid to Mr. Winslow \$20,000, and that Mr. Winslow told him afterwards that the money was distributed between five persons, and that Sena Woodin was one of them.

Q. What does the confession contain in reference to the \$20,000 sent to Hastings? A. In the confession he states that three or four days after the charter passed, he paid to Mr. Hastings \$20,000—I am not sure, but I think that the understanding was, that that money also should go to Mr. Woodin.

Q. Does the confession state how the \$200,000 was divided among the conspirators? A. No, it don't particularize at all; he said that Sena Winslow informed him afterward that he had paid those Senators mentioned in the statement, money.

Q. Does the confession state whether or not Tweed has any vouchers or documents to show the payment or distribution of any money? A. No; that I don't know positively; I don't recollect that; the confession shows that he has in his confession about 300 checks paid to different individuals.

Q. Well, for political purposes? A. Yes, sir.

Q. Affecting legislation at Albany? A. Yes, sir.

Q. Or matters in the city of New York? A. Yes, sir; probably; quite a large number of checks showed to whom money was paid.

Q. Does the confession contain any thing, to your personal recollection, in relation to the personal intercourse of Tweed and Sena Woodin? A. That I don't recollect.

Q. You said that your attention was first called to this Tweed business by a letter from Tweed to Mr. O'Connor; is that letter, Mr. Stenographer—that letter that was printed in Harper's Weekly, dated December six; is that the letter you refer to? A. Yes, sir.

Q. You saw the manuscript letter? A. I did.

Q. Do you remember when your attention was called to it first? A. In December, I think, Mr. Bryant brought the letter to my notice.

Q. What Bryant? A. Carolin O'Brien Bryant.

Q. Who is he? A. The man who wrote that account of the Tweed case.

Q. What is his position? A. He has been connected with the Tribune for over twenty years; I first knew him in Congress; he was the

correspondent of one of the New York papers ; that was twenty-two years ago.

Q. Was you comptroller at the time Attorney-General Fairchild called upon you in respect to those proposed confessions of Tweed ?

A. I was.

Q. As comptroller you represent the financial interests of the city ?

A. I do, sir.

Q. You stated briefly there were litigations pending in the city of New York, or against the city of New York, involving some transactions with Tweed or with those connected with Tweed ? A. Yes, sir.

Q. What amount of money is involved in those litigations ? A. Probably \$5,000,000.

Q. Does the city defend those suits ? A. Yes, sir.

Q. Are you willing to state by whom those suits were brought ?

A. The lawyers, I don't know.

Q. I mean the parties ? A. Navarro against the city, on the meter contract, for nearly \$1,000,000 ; the Jones heirs against the city for about \$1,200,000 ; there are several other claims amounting from \$200,000 to \$300,000 ; \$50,000 and smaller sums running up probably to nearly \$5,000,000.

Q. Who has charge of those suits on behalf of the city ? A. The corporation counsel.

Q. Who is he ? A. William C. Whitney.

Q. Does any part of the confession of Tweed relate to matters involved in these suits ? A. Yes, sir ; several points in the confession.

Q. Were you interested in ascertaining the facts in regard to those contracts ? A. I was, very particularly ; that was my motive for taking any interest in them.

Q. Had you any personal interest in them ? A. None, whatever.

Q. Only as an official of the city ? A. That is all.

Q. The information contained in Tweed's confession appeared to be important as bearing upon that litigation ? A. Very important.

Q. You stated that you have been to Albany once during the present session ; when was that ? A. About two months ago.

Q. What committee was it that you appeared before ? A. The joint committee on the Woodin charter, as it is known.

Q. Was there other gentlemen from New York there at that time ? A. Several was subpoenaed.

Q. Did you go in obedience to a subpoena? A. I did.

Q. Were the other gentlemen subpoenaed? A. Yes, sir.

Q. I do not mean all; were some of the others subpoenaed?
All the public officials were notified, not subpoenaed, to appear before the committee.

Q. Did you appear before the committee and make a public statement? A. I did.

Q. Which appeared in the newspapers at the time? A. Yes.

Q. Now, Mr. Kelly, state whether or not your action in reference to Tweed's confession has any relation to the bills pending before the Legislature? A. None whatever.

Q. Was your communication to the editors of The World with a design of affecting legislation at Albany? A. None whatever.

Q. Or did that legislation, in any manner whatever, influence your action in communicating this information to the editor of The World? A. Not at all.

Q. Have you any personal acquaintance with Senator Wood? A. I merely know him slightly; I have probably spoken to him three or four times in my life.

Q. Have you had any conversation with him during the present session? A. When in Albany, he simply spoke to me; I was standing behind the rail and he came up and asked me how I was; that was all.

Q. I understand you to say that this confession of Tweed's was shown you before it was taken to Albany? A. Yes, sir.

Q. Was it on the Saturday night preceding the time that Townsend took it to Albany? A. It was; I do not mean to say that all of that confession was stated to me, I stated.

Q. Those portions to which you have referred? A. Yes, sir.

Q. The object in showing it to you was to see whether it met the requirements of the Attorney-General? That was it.

Q. Those requirements were to secure sufficient facts to enable you to defend those suits against the corporation of New York? A. Yes, sir.

Q. Were there any other? A. None whatever.

By Senator BRADLEY:

Q. So far as you gave this information to Mr. Hurlbert and Mr. Smith, was it a correct statement from the confession of

Tweed? A. It was a correct statement of the facts first furnished to me by Mr. Townsend, and when he read over a part of the confession afterward, I saw that those statements were the same that he had given me and the same that I had obtained from the Attorney-General.

Q. Then you would say that it was a correct statement from the confession? A. There were some inaccuracies in the confession, no doubt.

Q. I think you said you saw no check yourself; did you see them? A. I saw no checks at all; he had a memoranda of the checks.

Q. Do you recollect whether the confession states where and how this \$200,000 was paid to Winslow? A. As I recollect it, it simply states that the money was paid to Senator Winslow — to him direct, and that Senator Winslow paid the money to these other Senators who are named in the confession.

By Senator SPRAGUE:

Q. Mr. Kelly, what was your occupation in the spring of 1870? A. I was in Europe two years and seven months.

Q. Including that period? A. Yes, sir.

Q. Then you know nothing personally about the passage of the Tweed charter? A. Nothing at all.

Q. Had nothing whatever to do with it? A. No — left here in April, 1869, and did not return until October, 1871.

Q. The information you gave to Mr. Hulbert was derived, as I understand, from the Attorney-General or Mr. Townsend? A. From both.

Q. Or from both, or from the paper Townsend showed you? A. As I stated, Senator, you recollect Mr. Townsend furnished me with a memoranda of the fact; he gave me nothing but what I knew before.

Q. It was derived from those sources? A. Yes, sir.

Q. And from no other source? A. No, sir.

Q. You understood that information had been derived by them from Mr. Tweed? A. Yes, sir.

Q. Do you understand they had any other source of information except Mr. Tweed? A. I don't think they had.

Q. So that it comes to this: that the information you gave to Mr. Hulbert was derived from Mr. Tweed as I understand it? A. As I understand it.

Q. Did the Attorney-General ever show you any papers? A.

Q. Your information derived from him was verbal? A. A conversation.

Q. The memoranda which Mr. Townsend furnished you in the first instance—in whose handwriting were they? A. I could not say; it was not in Tweed's.

Q. Was the bulky paper that you speak of, and called Tweed's confession, in his writing? A. No.

Q. Did you read that yourself or did Townsend read it to you? A. Townsend read from it.

Q. To you? A. Yes, sir.

Q. Mr. Kelly, do you know of any person who knows of any person touching the corruption of any member of the Legislature in relation to the passage of the Tweed charter? A. I do not.

Q. You can give us no further information upon the subject? A. No.

By the CHAIRMAN:

Q. You were speaking of a paper just now; the paper purported to be a confession of Mr. Tweed you say was shown to you as the last paper by Mr. Townsend? A. Yes, sir.

Q. You looked at the paper, didn't you? A. I did not look at it. I looked at the paper as he was reading it, of course.

Q. I asked you whether you read any portion of the paper? A. I did not; I read the preamble.

Q. Do you know whether the paper was signed? A. I do not.

Q. By Tweed? A. No, sir; I do not.

By Senator SPRAGUE:

Q. Do you mean to say you read the preamble, and nothing else? A. Yes, sir; I did not mean to say I read the preamble at that time.

Q. That is all that you read of the paper? A. That is all I read of the paper.

Q. You don't know whether it was signed or sworn to? A. No, sir.

Q. Have you any personal knowledge that that was a paper furnished by Mr. Tweed? A. I have not, except from Mr. Townsend himself.

Q. Senator Woodin is chairman of the Committee on Cities, is he not? A. I believe he is, sir.

Q. And introduced and advocated the passage of the bills in reference to the government of the city of New York? A. Yes, sir.

By Mr. SCHOONMAKER :

Q. Mr. Kelly, did Tweed have a private secretary? A. I understood he did; I don't know his private secretary.

Q. Did you understand he had one? A. Yes, sir.

Q. Who did you understand that he was? A. I always understood that Foster Dewey was his private secretary.

Q. Does he reside in the city of New York? A. He does; I do not know him well; I spoke to him but once, I think, in my life.

Q. You understand that he resides in the city of New York? A. Yes, sir.

By Senator SPRAGUE :

Q. It is stated in that article, published in The World referred to, that there are five persons who are mentioned, who, if they were promised immunity, would corroborate the statement of Tweed; was there any thing of that kind in the confession? A. No; I do not recollect of reading it; it was in the other statement.

Q. That was in the first statement? A. Yes, sir.

Q. In the first statement furnished by Townsend? A. Yes, sir.

Q. You had no knowledge that these parties referred to would, if immunity were granted, corroborate him? A. None at all.

Q. You say, that before the facts contained in the memoranda, furnished by Mr. Townsend, was already in your possession; I suppose you mean by that, from some information you had received from some party? A. That was the Attorney-General.

Q. Before that, I think you said, from some other parties? A. No; I did not say so.

Q. Then the party to whom you referred, who had stated to you the facts, which were communicated to you by Mr. Townsend which he desired that you would promise you would not divulge, and which was already in your possession, you received from the Attorney-General? A. Yes, sir.

Q. Had you any conversation with any one else? A. No, sir.

Q. Than the Attorney-General? A. No, sir; no one else; I want the committee to thoroughly understand that when Attorney-General Fairchild gave me the statement he did not say I was to retain it confidentially at all.

Q. He did not make any conditions in regard to it ? A. No, sir ; so far as the statement of Townsend is concerned, I did not rely upon —

Q. You have violated no faith with Mr. Townsend ? A. That was the point I wanted to state about.

Q. In the first statement which you received from the Attorney-General, or in the conversation between you and the Attorney-General, was it considered important to obtain a statement from Tweed which would affect Mr. Woodin ? A. No, sir.

Q. Nothing of that kind ? A. Nothing of that kind was brought up at all ; he stated at the time — probably better state that also — that if it was simply the motive of Mr. Tweed to smutch people, that he wouldn't have any thing to do with it.

Q. And I suppose you, where Tweed was entirely uncorroborated by vouchers, you would not place very much reliance upon his statements ? A. I cannot answer that question, because I have never been in a position to judge.

Q. Would you take his statement uncorroborated — I mean now, in regard to matters which affects the city, to an effect which would authorize you, in your judgment, to advise the Attorney-General to release Tweed ; you say it was upon condition that you received information which would aid in the prosecution of these suits ? A. From the general information I had received of all these matters, of course they have not come from a direct course, but inferentially, they have been entirely substantiated by the confession of Tweed.

Q. Nothing that you have seen ? A. Nothing that I have seen.

Q. And that inferential corroboration is from information derived ? A. From conversation.

Q. With other parties ? A. Yes, sir.

Q. Did it appear in the statement that Mr. Tweed said that the check that was given to Mr. Hastings was given to him for Mr. Woodin ? A. The first statement said that, positively.

Q. Do you know how it is with the second ? A. No ; I do not know whether it states that the check was given or that money was given, but it states positively that money was given to Mr. Winslow.

Q. But you don't know how the second statement is in regard to the check that was given to Mr. Hastings, whether it was said it was given to him for Mr. Woodin or not ? A. No, sir.

Q. The first statement did aver that positively ? A. Yes, sir ; I recollect now, it says that the understanding was that that check

was to be given to Mr. Woodin; that the understanding was between Hastings and Tweed.

ANDREW J. GARVEY, being duly sworn, testified as follows :

Examined by the CHAIRMAN.

Q. Where do you reside, Mr. Garvey ? A. I reside in this city, sir.

Q. How long have you resided here ? A. Nearly forty years.

Q. What is your occupation ? A. I am a stucco plasterer and decorator of buildings.

Q. How long has that been your business ? A. All my life; for the last fifteen years I have followed the general building business, building and decorating.

Q. Have you, during the last ten years, taken any interest in political matters ? A. I have taken some interest; I have done a great deal of work for the city the last ten years, or the first three years of the last ten years, to '71—up to 1871.

Q. From what time up to 1871 ? Q. For six or seven years preceding that.

Q. You have done a good deal of work for the city ? A. Yes, sir, a great deal of work.

Q. I ask you, did you, during that time, take much interest in political matters ? A. I was a short time a member of the general committee, but I never took a very active part in it; I was never consulted in any thing of that kind; I never took an active part; of course I was interested in the success of my friends, of the democracy here.

Q. Did you hold any office ? A. Never; never held any office, never was a candidate for any thing, and never held any office in my life.

Q. Are you acquainted with William M. Tweed, of this city ? A. Yes, sir.

Q. How long have you been acquainted with him ? A. I should judge that I have known him about twenty years.

Q. You knew him, then, during the five or six years preceding 1871 ? A. Yes, sir.

Q. What were your relations with him during that time ? A. Was friendly with him, sir.

Q. Simply friendly, or very friendly ? A. I was friendly and intimate with him, too.

Q. Did you visit Albany during the session of the Legislature of 1870? A. Never was there in my life.

Q. Never? A. Never, except to do some work around churches or private houses in Albany.

Q. When was that? A. I fitted up the Reformed Dutch Church in 1857; that was the last job that I did there; never was there during the Legislature at all; never had any business there.

Q. Have you any knowledge of money being raised in the city of New York, in the winter of 1870, to influence legislation in Albany?

A. I have knowledge of a large sum of money being raised, stating that it was for that purpose, but I have no knowledge that it was for that purpose.

Q. You have personal knowledge that a sum of money was raised for that purpose, as you understood at the time? A. I have; certainly, sir.

Q. Stated to be for that purpose? A. Yes, sir.

Q. Who contributed to the fund, so far as you know? A. I did, sir.

Q. Money, yourself? A. Yes, sir.

Q. How much did you contribute? A. Fifty thousand dollars; I was assured that it would be returned to me, though with more advanced, as I supposed.

Q. To whom did you pay that money? A. About the latter part of March I received a note one afternoon up-town, sent to me from William E. King, Jr., who was, subsequently, Tweed's deputy, asking me —

Q. That was the latter part of March, 1870? A. Yes, sir; asking me if I had any money I could spare, to part with it, to please send any thing I could spare to him, as Mr. Tweed wanted money very badly; so I sent him a check for \$10,000, and about three or four weeks subsequent I was sent for in a great hurry one day by James H. Ingersoll and Woodard, and they told me —; no, I didn't see Woodard at that moment, I saw Ingersoll, and he told me he had just left Tweed, that he had gone to Albany, and that it was imperative that there should be a large sum of money raised.

Q. State that time? A. I can state it almost to a day; it was on or about the 16th of April, 1870; he stated that he had been called upon for the advance of \$50,000 — that I had been called upon for an advance of \$50,000; I says, "I have already sent him \$10,000;" he says all right, you have got to make it up to \$40,000 more; and

he said George W. Miller, the boss carpenter, had been called upon for \$25,000 and John H. Keyser, the iron founder, for \$25,000, and Archibald Hall, the builder, had been called on for \$10,000, and he said "the money will be forthcoming at once; you will get your money back again."

Q. Did you pay that \$40,000? A. Yes, sir.

Q. To whom? the first \$10,000 you paid to William E. King?

A. I paid it to my brother, to be paid to him; I know that he got it, as King acknowledged it to me afterward; sent him a check that afternoon.

Q. It was your brother? A. John Garvey.

Q. Was it a check you sent? A. Yes, sir.

Q. Payable to whose order? A. To the order of William E. King.

Q. State about the \$40,000? A. About the eighteenth of April, I passed my check over to Ingersoll for \$40,000.

Q. To who? A. To James H. Ingersoll; he got it cashed.

Q. Do you know that he got it cashed? A. Yes, sir, I do; I know it very well; he got it cashed, and he also had the moneys from the other parties.

Q. How do you know? A. Because he gave it into my hands; I had the \$100,000 in my own hand; counted it myself; the \$10,000 from Archibald Hall and mine made \$50,000, and the other made \$100,000.

Q. How do you know that money came from those men? A. They told me so; I saw Keyser — I saw them give it to Ingersoll; I saw Keyser pass his check over to Ingersoll; it was his check upon an up-town bank, and to oblige Ingersoll, as he was in a hurry, I took the check and got twenty-five \$1,000 bills.

Q. Whose order was that check payable to? A. To the order of Ingersoll.

Q. Ingersoll indorsed it and handed it to you to get the money? A. Yes, sir; Keyser also indorsed it; I got the money and gave it to Ingersoll, the \$100,000, and Ingersoll asked me if I could procure a reliable messenger to go to Albany that forenoon.

Q. How much of the fund had you then? A. \$100,000.

Q. Fifty from you? A. Ten from Archibald Hall; I didn't see Hall pay the money; I didn't see Archibald Hall pay the money, because Ingersoll stated that he advanced the money part of it for

him; that he had got the \$10,000 from Hall; I saw the other men pay the \$25,000 each.

Q. What did you do with that? A. Ingersoll put the money in his pocket; for a short time I went out and procured my baggage and he changed his clothes, and they told him he had to take the next express train to go to Albany; Ingersoll was present, and told him to take the money and not lose it, and give it to Tweed. He said any thing to anybody, to sew it in his inside pocket, and he did so.

Q. He told you that he did do so? A. Yes, sir.

Q. You supposed he did? A. Yes, sir; he telegraphed back and he delivered it to Tweed.

Q. Do you know what was done with that money in Albany? A. No, sir; it was given to Tweed, and that is the last I know of it.

Q. Of course we want the story all out; a part of it is evident and a part of it is not, but we will take the story at any rate; I mean to say that you are not telling every thing as you tell it, and we understand it?

By the CHAIRMAN:

Q. You don't know what became of that in Albany? A. No, sir.

Q. Did you ever get your money back again? A. Yes, sir.

Q. How did that come to you; I understand you were \$50,000 out — \$10,000 you paid to King, and the the \$40,000 you afterwards paid to Ingersoll? A. Yes, sir.

Q. Tell about your getting it back? A. Along the following summer I was instructed to add it on to my bill gradually until I got it back.

Q. Who instructed you to do that? A. Woodard and Watson.

Q. What Woodard? A. The clerk of the board of supervisors and Ingersoll.

Q. You have no knowledge whatever as to what was done with the money? A. No, sir; the only thing I know about the money was, it was given into the hands of Tweed, and never heard of again, knowing more about it.

Q. Do you know any thing whatever in reference to any person receiving money that winter? A. I never heard of any person receiving a dollar; to my own knowledge I know nothing about it all; they didn't speak to me about those things; I attended

work ; I had two or three hundred men, and I attended to my own work, and wasn't sufficiently intimate with him to talk about these things at all.

By Senator SOHOONMAKER :

Q. Did you testify to these matters in substance in the suit of the People v. Tweed to recover the \$6,000,000. A. Yes, sir ; almost substantially as I state here now.

Q. Did you understand, when the money was contributed in the city of New York, for what purpose it was to be used ? A. Nothing but hearsay, sir.

Q. Was it communicated to you at the time for what purpose it was to be used ? A. I presume it was ; that it was supposed to be for a certain purpose ; of course, whether it was used for that or not I cannot say.

Q. Was it stated to you for what purpose the money was to be used ? A. I believe it was.

Q. What was the purpose ? A. It was to be used to further their efforts in Albany in some way.

Q. What efforts ? A. Efforts to pass the charter, or to pass laws that were favorable to them holding their power ; they had a fight with the young democracy at that time, I believe.

Q. Did you learn from Tweed afterwards whether he received the \$100,000 ? A. No ; I never asked him any thing about it, for I knew that he had ; I never had much to say to him.

Q. Better answer the question, whether you learned directly or indirectly from him that he received the \$100,000 ? A. I think several months afterwards he made an admission to me something that bore upon it in the year 1871, but I don't think he ever admitted to me that he ever received it ; I never asked him.

Q. That is enough on that point ; did you contribute, during the legislative session of 1870, to any other fund of money than the one you have mentioned ? A. Not a dollar ; no, sir.

Q. To what was the first \$10,000 applied that you paid ? A. I don't know ; the note from Wm. E. King was to this effect, that to please send in money all I could spare, that Tweed wanted to use the amount of money very badly.

By Senator BRADLEY :

Q. Did you give the date of that transaction ? A. Since I have

been sitting here I recollect the date of the check was the sixteenth of March.

Q. That was the \$10,000? A. Yes, sir.

By Senator SCHOONMAKER :

Q. The date of the other transaction was when? A. The sixteenth or eighteenth of April.

Q. There was about a month's difference? A. I think so; I did not have the checks in my possession; Charles O'Connor or Peckham took all my checks and bank accounts.

Q. Were those checks used in the \$6,000,000 suit? A. Yes, I think so.

Q. You think they are in the possession of O'Connor and Peckham? A. Yes, sir.

Q. Where is William E. King? A. I don't know, sir; I have not seen him since 1871, but once in the street.

Q. Is he in the city of New York? A. I think not; I think he is on the other side, in Canada; I read in the newspapers.

Q. Is Ingersoll in the city of New York? A. Yes, sir.

Q. Where is your brother, John Garvey? A. He is an invalid since about four or five months ago; he is quite an invalid; no one else is with him taking care of him.

Q. Have you any knowledge as to when he expects to return home? A. He has nothing pressing to bring him home; I suppose he will come sometime the coming season; he has been sick for two or three years.

By Senator BRADLEY :

Q. Mr. Garvey, you say this note from Wm. E. King, requesting you to advance \$10,000, said something about Tweed's wanting it? A. Yes, sir.

Q. Did it say for what purpose? A. It did not.

Q. Did it say where he wanted to use it? A. It did not, to the best of my recollection, I think not.

Q. Do you know whether any other sum went into a fund for which this \$10,000 was a part, any other money at that time, or the \$10,000 that you advanced? A. I do, sir.

Q. State what you know about that? A. Ingersoll, himself, came, and he recapitulated the amount the tradesmen were assessed, that he himself was assessed \$50,000, and me \$50,000, and Mr.

the carpenter, \$25,000, and Keyser, the iron founder and plumber, \$25,000, and Mr. Hall \$10,000.

Q. I understand the \$10,000 was advanced sometime before you advanced the \$40,000? A. Yes, sir.

Q. And my inquiry is, whether a fund was made up at the time the \$10,000 was advanced? A. Ingersoll's \$50,000 was paid before my \$40,000; was paid between the two, I think.

Q. How much did it all amount to that was make up? A. As far as I could understand, I know of but \$150,000, definitely, I saw him seldom, and talked with him less.

Q. You say you understood that this money was to be used to pervert legislation? A. That is what I heard.

Q. To continue certain men in power here; did you get that information from Ingersoll at the time he asked you for the \$40,000? A. Yes, sir.

Q. Was that the purpose he stated? A. Yes, sir.

Q. Who was it that informed you the money would be refunded? A. Ingersoll and Woodard both, and Watson also.

Q. Was the manner in which it was to be repaid stated to you? A. No, sir; I should not have given it if I had known it; I didn't know that at the time.

Q. Did you understand how? A. I presume it was more in the light of an advance or loan.

Q. Loan to who? A. Tweed, or something of that character; they might not have meant it to be in that way; they might have meant it to be in the way it did ultimately come back; I may have had a wrong intention about its coming back that way; I didn't expect its coming back in that way.

Q. You afterwards got it by raising your figures upon your work? A. Yes, sir.

Q. Upon the court-house? A. Upon the various buildings, the arsenals and court-house, and court-rooms, and aqueducts and drill-rooms, etc., that I was employed upon.

Q. Do you know whether the other moneys advanced, that you have referred to, were repaid to the other parties? A. I think they were.

Q. In the same manner? A. To the best of my knowledge I think so; in fact I am almost certain, as certain as I can be of any thing.

Q. You understood that Tweed was having some difficulty to pass certain bill or bills, did you, at Albany? A. Yes, sir.

Q. And this money was to be used to quiet that opposition ; the way you understood it? A. I never had but one conversation with Tweed in my life on the subject, and I will repeat that wish.

Q. Well? A. It was in aid of this fight, and after he was dismissed from the position of deputy street commissioner ; my conversation with a good many other well-wishers, went to see him when he had his office removed temporarily to Wayne street — put out of the street commissioner's office, and asked him if he had heard any report, that a committee from the Legislature were coming here to investigate the affairs of the finance department ; he said, in his own way, it won't make any difference, "we will put them up," or something to that effect ; "we will put up for it, we must put up too ;" he was abrupt ; I told it to Ingersoll within a few minutes, the very words ; I wanted to know what he meant but I never heard of any thing of that kind before from Tweed.

Q. Was there any pool made up for that purpose? A. No, this was before I sent the \$10,000 to King ; I think it was about the first week of March that that took place ; that was the only conversation I ever had with Tweed in my life on this matter.

Q. Was you called upon at any other time during that season to advance any more moneys for that purpose? A. No, sir.

Q. Do you know of any other parties being called upon for that purpose during that season? A. Of my own knowledge I know of any other parties ; my own personal knowledge ; of course there are things that were hearsay.

Q. Do you know, sir, of any other person who can give any information upon the subject of raising funds to be used at Albany for sending moneys there for that purpose, any other person in the city besides those you have mentioned? A. I don't ; I have an indefinite knowledge, nothing that I could swear to definitely, nothing but hearsay.

Q. Did you, after you furnished this money, have any conversation with Tweed upon the subject of this advance you made? A. No, sir ; never referred to it at all.

By Senator SPRAGUE:

Q. Do you know any thing about any money having been advanced by Senator Winslow in 1870? A. I don't, sir ; indeed, I never heard of it before.

Q. Or to Hugh Hastings? A. No, sir; I never heard of it, until I saw it in the newspapers, here now; of my own knowledge, I know nothing at all about it.

Q. You were not in Tweed's confidence, as I understand it, particularly; were you consulted by him in the course of his transactions? A. No, sir; I was a tradesman on public and private work, and I knew Tweed; got the work through other parties, not through Tweed.

Q. When you got down to 1870, at the time these moneys were advanced, I suppose you felt that you were dependent upon Tweed to some extent at least, for the continuation of this city and county patronage? A. Yes, sir; for he was a member of the board of supervisors, and the bill had to go through there to some extent; I think Alexander Frear and Walter Roach might be able to give you some information; they were very intimate with Tweed at that time.

Q. I understood you to say the \$50,000 was all the money you furnished or advanced in any way to Tweed, or for any political purpose, during the spring of 1870? A. Every dollar; my brother gave the money to Tweed in a carriage; it had been raining.

Q. Do you know that yourself? A. My brother told me; he telegraphed that he delivered it.

By the CHAIRMAN:

Q. That money was returned to you by means of your raising your bills—the \$50,000? A. I had a certain amount of bills; I had some heavy claims due to me for legitimate work, and I added on \$50,000, and got it back, a little on each bill.

Q. How was that audited? A. Audited by Tweed.

Q. Any voucher? A. Tweed's signature and Hall's.

Q. Didn't they require a voucher? A. Nobody swore to those bills in those days at all; that was all left blank.

By Senator SPRAGUE:

Q. Who filled the amounts, you or Tweed? A. For instance, if I got thirty-five per cent of the bills, that was for legitimate work, and the rest of the figures were given me and to the other tradesmen in the same way, and increase them *pro rata* up to 100 per cent, and when they paid us we were allowed to take the thirty-five per and they kept the difference.

Q. Do you say you only got thirty-five per cent of the bills? A. Not a dollar more, they kept the interest as well; the thirty-five per cent we earned; that could be sworn to.

Q. Where did the thirty-five per cent go? A. Well, I suppose you know; Governor Tilden figured that, you know.

Q. That went to other parties? A. Yes, sir.

Q. Didn't go to the workmen? A. No, sir.

Q. The interest also? A. They kept all the interest as well; the interest on the thirty-five per cent should have been given us but we never got it; some of it was standing a year and one-half.

SHEPARD S. KNAPP, being duly sworn, testifies as follows:

Examined by Mr. CARPENTER, the chairman:

Q. Where do you reside? A. One hundred and fifty-eighth, New York city.

Q. What is your business or profession? A. I am receiver of the Bowling Green Savings Bank at present; it is the only business I have.

Q. When was that bank put into the hands of a receiver? A. November 20, 1871.

Q. You have acted as receiver from that time until the present? A. Yes, sir.

Q. Have the books of the bank from the first of January come into your possession? A. Yes, sir.

Q. You have examined them? A. Yes, sir, thoroughly.

Q. Have you them with you? A. Yes, sir, I have the ledgers.

Q. During the year 1871, was there any account kept at the bank with Wm. B. Woodin? A. No, sir.

Q. There is no such name on the book? A. No, sir.

Q. From the 1st of January, 1870, until the present time, do the books of that bank show the name of Wm. B. Woodin as one of its depositors? A. No, sir; they do not.

Q. Do they that Mr. Woodin had any dealings or business transactions with that bank? A. No, sir.

Q. Nothing whatever in reference to it? A. Nothing whatever in reference to it; his name does not appear upon the books at all, that I have ever seen.

Q. You know whether his name is there or not, do you? A. Yes, sir; I ought to.

Q. Whether you do? A. I do know it does not appear on the books; I have the books here.

Q. Have you made such an examination as would enable you to know? A. Yes, sir.

Q. If his name appeared there you would know? A. Yes, sir.

Q. Have you made any examination with reference to his name appearing there? A. I have, sir.

Q. You cannot find it? A. I cannot.

Q. You have the books here for the examination of the committee? A. Yes, sir.

By Senator SPRAGUE:

Q. So far as you are aware, did any friend or relative of Mr. Woodin's have any business transactions with the bank during the year 1870? A. No, sir.

By Mr. SPRIGGS:

Q. Did Mr. Woodin in 1870, or has he at any time since, made a deposit of \$20,000 in the Bowling Green Savings Bank, or any other sum? A. No, sir.

By Senator BRADLEY:

Q. Did you have any thing to do with this bank while it was in operation? A. No, sir.

Q. Have you examined the checks that remain in the bank since you became receiver? A. Yes, sir.

Q. Have you examined them with a view to ascertain whether the name of Mr. Woodin appears as indorser upon those checks? A. No, sir.

Q. You have not? A. No, sir.

Q. Therefore you cannot say whether there is or is not a check indorsed by him? A. No, sir.

Q. Can you make an examination and inform us? A. Yes, sir.

Q. If a check might be indorsed by him his name would not appear upon the books? A. Yes, sir; that is possible; I don't recollect of seeing his name at all upon any check; I have never examined the books in relation to his name, except this morning I looked at the W's.

Q. The deposit could not have been made by him and his name not appear there? A. That would appear upon the books; would Thursday be time enough for that?

The CHAIRMAN — If you will send a memorandum to Albany to the committee, it will answer.

The WITNESS — If there is any thing there I will send you word.

By Senator SCHOONMAKER :

Q. When did you become the receiver? A. I was appointed 10th or 21st of November, 1871.

Q. Do you know whether there was a deposit of \$30,000 in the name of any person? A. No, sir; I don't recollect that amount.

Q. I mean that specific amount? A. No, sir; I don't recollect.

Q. Do you recollect whether or not a check for \$30,000 was cashed by any person? A. No, sir; I do not.

Q. You will also include those two points in your search, and report the result to the chairman of the committee? A. Yes, sir;

Q. From the 1st of March, 1870, during that year; if you find any such deposit was made, or any such check drawn, make memoranda of the person? A. I will do so.

Q. Are you acquainted with Senator Woodin? A. I have known him; very slightly; I met him once at Albany, and was introduced to him, and just said how do you do; that was all.

Q. Are you of the same political party? A. No, sir.

Q. The other party? A. The other party.

Q. Did you know any thing of the affairs of this bank before you became receiver? A. No, sir; not at all.

By Mr. SPRIGGS :

Q. Who was the cashier of that bank? A. I think Walter was acting.

Q. He resides here, now? A. Yes, sir; he was either cashier or vice-president; he was managing officer.

Q. What is his address? A. I don't know; it is in the city of New York.

[The following was received by the committee at Albany, April 27, 1871, and ordered printed at the close of Mr. S. F. Knapp's testimony taken in New York.]

113 BROADWAY, NEW YORK, 26 April, 1871.

JOHN B. PLATT CARPENTER :

DEAR SIR.—I have examined the books of the Bowling Green Savings Bank throughout 1870 and to the suspension of the bank on November, 1871, and find no deposit of \$30,000, to credit of any person. Among the vouchers of said bank under my control, I find one with the indorsement of Senator Woodin.

Respectfully,

S. F. KNAPP,
As Receiver.

The committee hereupon adjourned to meet subject to the call of the chair.

MICHAEL C. MURPHY, being duly sworn, testified as follows:

Examined by the chairman, **Mr. CARPENTER**.

Q. Where do you reside, Mr. Murphy? **A.** Two hundred and seventy-two West street.

Q. In the city of New York? **A.** Yes, sir.

Q. What is your business or occupation? **A.** I am not in business at present; my occupation is printer.

Q. How long have you resided in the city of New York? **A.** Since the 17th of November, 1848.

Q. Have you ever been a member of the Legislature of the State of New York from that city? **A.** I was member of the Legislature in 1867, 1868, 1869 and 1870, from the first district of New York city.

Q. Are you acquainted with William M. Tweed of the city of New York? **A.** I am, sir.

Q. Do you know William B. Woodin, at present Senator from the State of New York? **A.** I do, sir.

Q. He was Senator in 1870, also? **A.** Yes, sir.

Q. Do you remember the fact that in the winter of 1870 the charter of the city of New York was passed in the Legislature? **A.** Very well.

Q. And the election law also? **A.** Yes, sir.

Q. Was a charter which did not pass introduced into the Legislature and defeated? **A.** There was a charter there, called by Mr. Tweed the Huckleberry charter, which was introduced and defeated, if that is what you refer to.

Q. I ask you the general question, if you know of any money being used, or any corrupt influence of any kind having been used during the Legislature of 1870, in order to influence the action of any Senator in reference to what is known as the Tweed charter, I should be glad to have you inform us? **A.** I have no knowledge whatever of any money being paid to any member of either branch of the Legislature, of my own knowledge.

Q. State within your own knowledge any circumstance, if there be any, that would cause you to think any money was used there in reference to the passage of that charter? **A.** There were no circumstances that would lead me to believe any person got money, although I believe money was paid.

Q. Do you know any fact or circumstance with reference to Senator Woodin, and his action upon that bill known as the Tweed Charter? A. I do not, sir; I had very little connection with Senator Woodin other than to occasionally meet him in the room of the Senate. They were in the habit of meeting there, and all other members of the Legislature, in the evening.

Q. You were a democratic member? A. Yes, sir.

Q. What were your relations with Mr. Tweed? A. Very friendly, except when the issue came up on the charter.

Q. You were one of the young democracy? A. I was.

Q. You would cheerfully inform this committee of any fact known in reference to the use of money? A. If I had any knowledge that Senator Woodin received money, I would state it; but I have none.

By Senator SCHOONMAKER :

Q. Have you any knowledge that a fund was raised in New York to be used in Albany? A. No official knowledge.

Q. I don't refer to official knowledge; I ask with reference to personal knowledge? A. I have no positive knowledge; nothing but rumor.

By Senator SPRAGUE :

Q. Any personal knowledge? A. Personal knowledge, I have none.

By Senator SCHOONMAKER :

Q. Have you any information from any person who claims to have knowledge? A. I heard Mr. Tweed say more than once that money was paid.

Q. Perhaps you don't understand the question? A. If you put it in another light probably I will answer you.

Q. I mean, have you any information that money was raised in New York at Albany? A. I have not, sir.

Q. Have you any information that money was raised in New York and used at Albany to affect legislation there that winter? A. I have not, sir.

Q. No information on that? A. No information.

Q. From any sources? A. From any individual — no, sir.

Q. From any individual — have you any information? A. I have none, sir.

Q. You say you believe money was used ; if you had no knowledge or information on the subject, why do you believe money was used ?

A. Common rumor.

Q. You say you heard Tweed say money was used ? A. Yes, sir.

Q. What did you hear him say ? A. I heard him say he had to use large amounts of money.

Q. That was all ? A. That was all, sir ; I never heard him mention anybody's name.

Q. Was you opposed to the Tweed charter ? A. I was the only democrat in the Assembly that voted against it.

Q. You were in favor of the other charter, I suppose ? A. Yes, sir.

Q. Were you in favor of or opposed to the so-called election law ? A. I really forget how I voted on it.

Q. Was there or not any sudden change of position in the Assembly on the Tweed charter ? A. Well, the Huckleberry charter came up two or three weeks before the other did ; probably two weeks ; and that was beaten by a very decisive vote, after leaving the committee of the whole ; the police bill, the supervisors' bill and the charter were in committee of the whole, of which I was chairman, and after my reporting to the Speaker the result, a motion was made on each bill, as it was announced, and it was beaten on each vote.

By Senator BRADLEY :

Q. How long was that before the charter passed that the Huckleberry charter was beaten ? A. Probably a couple of weeks ; it might have been ten days ; I have no data at hand to determine the number of days ; it was a very short time.

Q. Was the Tweed charter in the Assembly at the time the young democracy charter was defeated ? A. No, sir.

Q. Had it been introduced ? A. No, sir.

Q. Into either house at the time ? A. No, sir.

Q. Was it then understood that the Tweed charter was to be introduced, and what its general provisions were ? A. No, sir.

Q. Was there any caucus held there, that you know of, of the democrats of the Legislature upon the subject of the charter ? A. Yes, sir.

Q. On the subject of which charter ? A. It was on the subject of a charter ; the delegation from the county of New York for two or

three years prior to 1870, was in the habit of meeting together to consult on bills relating to the city of New York; just before the organization of the Legislature of 1870 the Senators and members from the county of New York met at Delmonico's hotel, at which I was elected chairman, and we met occasionally after that to consult on measures relating to the city of New York; there was a caucus held in what was known as the small breakfast-room of the Delavan house, and they adjourned without coming to any conclusion.

Q. That was on the subject of a charter? A. Yes, sir.

Q. Was there any caucus held by the democrats after the young democracy charter was introduced? A. No, sir; not that I am aware of.

Q. On the subject of that charter? A. No, sir.

Q. Was there any caucus held by the democrats after the Tweed charter was introduced, upon the subject of that charter? A. Not after the morning Mr. Frear introduced the charter was a caucus held, to my knowledge, of the democrats on that bill.

Q. Do you recollect the result of the caucus? A. The caucus that I referred to as being held in the breakfast-room?

Q. On the day Frear introduced the charter? A. There was no caucus held on that day; I said there was no caucus held after the introduction of the Frear charter.

Q. I understood you to say on that day; I misunderstood you then; there was no caucus held? A. There might have been; if there was I had no knowledge of it.

Q. Then, as I understand it, this was the only complete charter was pending before the Legislature when it was introduced, the Tweed charter? A. That was the only one; the original three bills were put in the committee of the whole, the charter bill, the supervisors' bill and the police commissioners' bill.

Q. When that charter of Tweed was introduced, a large portion of those known as the "young democracy" were in favor of it, supporting it from the outset? A. On the third reading they all voted for it, except myself.

Q. Their charter was out of the way? A. Yes, sir.

Q. Did they make any opposition to any extent to the Tweed charter? A. Not to any great extent.

Q. Do you recollect any caucus being held on which an oath was administered to the members present at the caucus? A. I was not present.

Q. Did you understand that a caucus of that character was held?

A. There was such a rumor in Albany.

Q. That rumor was that that oath was in reference to supporting the charter? A. Yes, sir.

Q. Was it to support or oppose? A. I understood it was to support a Huckleberry charter.

Q. That was before the Huckleberry charter was defeated then? A. Yes, sir.

Q. Have you any knowledge or idea how general the attendance was at that caucus of the democrats? A. I have no idea; I understood there was a very general attendance, but I have no personal knowledge of it.

Q. State about when that was held? A. I could not tell; it was previous to the consideration of the charter, but how long before I could not say; probably two weeks.

Q. Was there any reason why you did not attend? A. No, sir.

Q. Do you know any one who was in attendance? A. I do not.

Q. You did not understand there was a pool raised in New York city to influence legislation that winter? A. There was a common rumor to that effect, but I know nothing of it.

Q. Were there any circumstances about Albany that came to your recollection that produced any belief that influence of that kind was being applied and used? A. Well, there was a great deal of activity displayed by gentlemen who resort to lobbyists, and a good deal of anxiety in New York in relation to the bill, and a good deal in Albany, and a great many people from New York there, and when there are so many people there are a great many rumors, and might be founded on fact or not, and it would be wrong to mention anybody's name on a prominent hotel rumor or lobby rumor.

Q. Are there any circumstances that you can refer to that have relation to any particular individuals of the Legislature? A. I have not, sir.

Q. Who were the active men that you call lobbyists? A. Well, Mr. Barber was very active.

Q. Any others that you now recall? A. Oh, there were probably some minor ones, but of so little account that no attention was paid to them.

Q. Do you mean A. D. Barber? A. I do.

Q. You say Mr. Tweed's room was the place of resort, to quite an extent, of the members of the Legislature? A. Yes, sir; his recep-

on parlor was; he had a suite of some six or seven rooms, probably more, and his reception parlor was the resort of members of both branches of the Legislature.

Q. What was the purpose of the Senators that were in the room going there? A. I presume casual, friendly visits.

Q. You refer to assemblages when there was no committee in session? A. Yes, sir.

Q. A sort of place of social gathering? A. Social gatherings.

Q. Did you know Senator Winslow at that time? A. I knew Winslow, sir.

Q. Did you see him there? A. I did, sir; I was introduced to him by Mr. Tweed at the early part of the session.

Q. At his room? A. At Tweed's room; yes, sir.

Q. How frequently did you see Winslow there? A. I could not think any thing about it.

Q. The only inquiry is, whether you saw him there several times? A. I may have met him there several times, but not mark him in my mind; he was of so little account in the Senate, a new man, that we did not pay but little attention to him.

Q. He was large enough, so that you could see him without difficulty? A. Yes, sir.

Q. A short distance? A. Yes, sir.

Q. Saw Mr. Woodin there? A. Yes, sir.

Q. And various others? A. I met General Wood there.

Q. Did any thing occur at Tweed's room that you observe which you would regard as a circumstance of any improper influence or any improper relations existing? A. Not at all.

Q. Between any persons and Mr. Tweed? A. Nothing, sir.

Q. Did you see any members of the Legislature in what you would regard as a sort of confidential or private intercourse with him? A. I cannot say that I did.

Q. Or having private or secret interviews with Tweed? A. I saw secret interviews in Tweed's rooms; the rooms were so situated that no other person, except those who he desired to witness or hear the interview, could hear it.

Q. He had his rooms so arranged that he could accomplish his designs? A. Yes, sir.

Q. Without discovery? A. Yes, sir.

By Senator SPRAGUE:

Q. So far as you now remember, did you have any other source of information that any improper influences were used during the session of 1870 over members of the Legislature, excepting Mr. Tweed himself? A. No, sir.

Q. So far as you now remember, then, your impression in regard to any moneys being used during that session is entirely derived from Mr. Tweed? A. I never heard it asserted positively that money was used, except by Mr. Tweed.

Q. You have no knowledge or information of the fact, except from him? A. None, whatever, sir.

Mr. SPRIGGS — I understand you, Mr. Murphy, that the democratic members were bound by an oath to support the Huckleberry charter? A. I told you there was a rumor to that effect, but I had no knowledge of it.

Q. You were not present at that caucus? A. No, sir.

Q. You understood who was there? A. I did not; when men become oath-bound it is time to keep aloof from them.

Q. Did you not understand some of them were bound by that oath? A. I probably could point out some, suspecting they were present, but I had no knowledge at that time on the subject.

By Senator SCHOONMAKER:

Q. Did you know Henry Smith, of New York, at that time? A. Yes, sir; knew Henry Smith, of Albany, also.

Q. I did not mean Henry Smith of Albany; did you see this other Henry Smith at Albany at that session while the contest was being waged in regard to the charter? A. I met him there, yes, sir.

Q. Do you know what position he took in regard to the charters? A. I could not tell you.

The CHAIRMAN — What Henry Smith do you refer to?

Senator SCHOONMAKER — The police commissioner.

Q. Was he a republican? A. Yes, sir.

Q. He is not living? A. No, sir.

JOHN C. CRUIKSHANK, being duly sworn, testified as follows:

Examined by Senator SCHOONMAKER:

Q. Do you reside in New York? A. I reside in the State of New York, not in the city.

Q. Do you do business in the city? A. Yes, sir.

Q. What is your position? A. Secretary of the National Trust Company.

Q. What was your position from the 1st of March until the 1st of July, 1870? A. I was teller in the Broadway Bank.

Q. You was not in the National Trust Company at that time, is it not so, sir.

Q. You are now secretary in the National Trust Company, is it not so, sir.

Q. Do you have charge of the books? A. I have general charge of them.

Q. Have you examined the account of Norris Winslow in the books of that company, from the 1st of March until the 1st of July, 1870? A. Yes, sir.

Q. What do you find? A. On June 2, 1870, Norris Winslow opened his account; the first deposit was made through D. R. Mangam, \$20,000; on the fourteenth of June a deposit of \$20,000, in the same year, on the credit side of the account; on the other side, there was a debit, of June second, of \$2,500; on June fourteenth, a debit of \$10,000 was paid; on June seventeenth, a draft of \$10,000 was paid; that completes the account as called for in the subpoena.

Q. State generally what other accounts appear on the books of that company? A. There was a small deposit made after the fourteenth of June, the \$20,000 was made, and the rest of the credits was interest on the advances, small accounts; the account was closed inside of a month, I think.

Q. Do the books show in whose favor the drafts were drawn, is it not so, sir.

Q. Have you any means of showing? A. If we could get the vouchers; Mr. Winslow had his account balanced, and the vouchers.

Q. That is the only way you can ascertain? A. It is the only way.

Q. Was Mangam president of the institution at that time, is it not so, sir.

Q. Is he at the company's office now? A. He is at the office.

Q. He is still the president? A. Yes, sir.

Q. Do you know Mr. Winslow personally? A. Yes, sir.

Q. Has he an account there now? A. He has an account with Winslow & Co.

By Senator BRADLEY :

Q. In what form was that deposit made, that \$20,000 — check, or draft or money ? A. I don't know ; we could find out by searching for the deposit ticket ; I am under the impression, looking at this statement, that Mr. Winslow made that himself, because on the same day there was a draft made of \$10,000, and he must necessarily have been there ; it could not have been paid out anywhere else and come through the exchanges, or we would not have got it until a day or two after.

Q. Do you know whether it was currency or paper ? A. We could tell by examining the deposit tickets. The party calling at our office to-day desired I should leave as soon as possible, and I did not make any search for tickets, and left as soon as possible.

Q. What has been the nature of Mr. Winslow's account since that time ? A. Mr. Winslow's account did not amount to a great deal after that ; he kept a small account there.

By Senator SPRAGUE :

Q. Had he kept an account before that time ? A. I should say not ; if he had had an account there this would have been credited right in his account, but the account was opened at that time.

Q. Have you any thing to say whether this transaction was with Mr. Winslow as a banker at Watertown, or whether it was an individual ? A. If there would be any thing to show in that respect it would necessarily come from the bank on the heading, through the mail, the bank heading ; my impression is that Mr. Winslow must have been there at that time and made out a deposit ticket, and deposited that money ; I say that from the fact that on the same day a draft was paid of \$10,000.

By Senator SCHOONMAKER :

Q. When was the next draft paid ? A. On the 17th ; the deposit made on the 18th, the same day there was \$10,000 paid, and on the seventeenth ten thousand.

By the CHAIRMAN :

Q. His account since that has been light ? A. Yes, sir.

Q. Do you know what amount he has deposited any time since ? A. I could not say, sir, without examining the books ; this account was closed up in a very short time and another reopened after.

Q. And how long after was an account opened? A. Now.

Q. About how long after? A. I don't know; I have not examined to see.

The following was received at Albany, N. Y., and ordered by the committee to be read at the close of the testimony of Mr. Cruikshank taken in New York.

OFFICE OF NATIONAL TRUST CO.,
NEW YORK, April 25, 1871.

Wm. B. PLATT CARPENTER, *Chairman, etc., Albany, N. Y.*

Since I testified yesterday before your committee in this regard, we have made thorough examination of the books of this company. N. Winslow was one of the charter members of the company, which was organized in 1867. He was also one of the trustees from the time of his death until about one year since. During most of that time and until February 1, 1877, he kept an account and did business with us. From that latter date, N. Winslow & Co., have kept an account with us. In respect to the item of \$2,675, placed to the credit of Mr. Winslow, June 2, 1870, I find from the books and from conversation with Mr. D. R. Mangam, our president, that it was the avails of the sale of 10 shares of the stock of this company, sold by Mr. Mangam to N. Winslow, which stock Mr. Winslow had owned since the time of his death of the company.

In respect to the item of \$20,000, placed to the credit of Mr. Winslow, June 14, 1870, I find from an examination of our books that on June 11, 1870, this company loaned to J. E. Winslow the sum of \$10,000 on collaterals. This amount was deposited on the 14th, to the credit of N. Winslow, and on the fourteen and fifteen, respectively, checks of \$10,000 each against this amount were deposited by the Merchants' Bank, Watertown.

I am unable to say to whose order the checks of 10 M were cashed, as the vouchers have been returned.

I was required to appear before you yesterday so suddenly that I had scarcely an opportunity was afforded me to make any examination of our books.

I trust this explanation will be satisfactory to your committee.

Respectfully submitted.

J. C. CRUIKSHANK,
Sec'y Nat. Trust Co., N. Y.

NATIONAL TRUST Co., }
New York, May 1, 1877. }

Hon. B. PLATT CARPENTER, *Chairman Committee :*

DEAR SIR.— In compliance with your request, I herewith hand you copy of Merchants' Bank of Watertown account from January 1, 1870, to July first, since which I believe the bank has been operated as an incorporated company.

This, I believe, will cover all the time called for by your committee.

Very truly yours.

D. R. MANGAM,
President.

NEW YORK, April 30, 1877.

Merchants' Bank of Watertown, in account with National Trust Company.

1870.

January	1. Balance	\$301 28
	5.	2,000 00
	8. Gov. tax.....	1,155 88
	8. One-eighth com	36 25
	8. Loan and interest.....	5,007 78
	12. Loan and interest.....	17,039 67
	25. Check returned for indorsement.....	378 27
	26.	1,000 00
February	3. K. Bros.....	2,047 83
	7.	3,000 00
	15.	5,000 00
	17. Checks ret'd for indorsement, \$350, \$400,	750 00
	23.	7,151 32
	25.	1,261 89
	25.	2,269 54
	26.	306 43
	26.	278 45
	28.	177 80
	28.	278 11
	28.	200 00
	28.	252 08
	Balance to statement	21,420 64
		<hr/>
		\$51,313 22
		<hr/>

3.	\$718 62
9.	7,500 00
15. Loan and interest.	7,560 41
15. Pro. fees	1 56
16.	5,000 00
21.	6,324 10
30.	1,064 16
Balance	12,062 29

\$82,787 39

1. Balance from statement	\$1,420 64
1. 2,000 old 5-20s '65, at 113 $\frac{1}{4}$	2,270 00
1. 5,000 '67 and '68, at 112 $\frac{1}{4}$	5,618 75
4. February interest	18 93
28.	5,739 65
30. C. & Co.	1,000 00
30. Loan	8,000 00
1. March interest	2 12
15.	7,790 66
15.	9,633 97
20.	1,583 27
2.	433 00
4.	7,500 00
4. April interest	11 92
6.	2,567 32
6. June interest	5 20
7.	5,104 30
10.	4,092 66
14.	10,000 00
17.	10,000 00

\$82,787 39

turned to meet at Congress Hall, April 25, 1877, 3 P. M.

CONGRESS HALL, ALBANY, *April* 25, 1877, 3 P. M.

committee met pursuant to adjournment.

witnesses appearing, the committee adjourned to April 26,
5 P. M., at Congress Hall.

CONGRESS HALL, ALBANY, *April 26, 1877, 5 P.*

The committee met pursuant to adjournment.

S. FOSTER DEWEY, being duly sworn, testified as follows :

Examined by Mr. CARPENTER, chairman :

Q. Where do you reside, Mr. Dewey? A. New York.

Q. What is your age? A. Thirty-three.

Q. How long have you resided in New York city? A. Several years.

Q. What is your occupation? A. I have been employed private secretary to Mr. Tweed.

Q. Are you in his employ now? A. I am.

Q. How long have you been in his employ? A. Five years; absolutely in *his* employ say five years.

Q. State the commencement of the term of employment as far as you can? A. I was contract clerk for the city in his department prior to that.

Q. State first the term? A. Since the latter part of 1871.

Q. You mean William M. Tweed? A. Yes, sir.

Q. Since the latter part of 1871? A. Yes, sir.

Q. What was your occupation immediately prior to that? A. Contract clerk for the city.

Q. In Mr. Tweed's department? A. In Tweed's department.

Q. How long were you employed in that department? A. Several years.

Q. State as nearly as you can the commencement of that term of employment? A. It began immediately after the passage of the new charter, 1870.

Q. Fix the date as nearly as possible? A. April or May.

Q. That is as near as you can state it? A. Yes, sir.

Q. Do you know William B. Woodin, Senator from the Twelfth fifth Senate district, State of New York? A. I do not; never met him.

Q. You were in Albany in 1870, during the session of the Legislature? A. I was; several times.

Q. Did you take any part in advocating or opposing any measure before the Legislature here? A. None whatever.

Q. Do you know of any money being raised in New York for aid in the passage or defeat of any bill before the Legislature of that year? A. I don't.

Do you know of any money being paid in any manner to influence the vote of any member of the Legislature? A. I don't.

Of that year? A. I do not.

Do you know of any payment of any money or any other valuable thing to influence the vote of a member of the Legislature? A. not.

Have you in your possession any voucher, returned check or receipt, or contract, or agreement, or memorandum, in reference to any bill upon any bill before the Legislature of that winter? A. No, sir.

Have you in your possession any voucher or paper of any kind relating to Senator Woodin? A. I have not.

Have you any knowledge of any means or influence used in reference to his action or vote in the Legislature during the session of the Senate of 1870? A. No, sir.

By Senator BRADLEY :

What was your business immediately preceding the time you came into the department? A. I was in the oil business.

Did you have any relation to the business of Mr. Tweed before the passage of the charter of 1870? A. No; I think not; I was intimate with him.

You were in his employment prior to the time of the passage of the charter? A. I was not.

What do you mean by being intimate with him — socially? Socially.

Were you with him at Albany during any part of the time the Legislature was in session in 1870? A. To meet him?

Yes, sir? A. Yes, sir.

Were you in Albany at his request during that session? A. Specially.

Were you generally? A. I think not.

Were you familiar to any extent with the proceedings of the Legislature respecting the legislation in reference to New York city during that session? A. No, sir.

Do you know whether Mr. Tweed kept books during that time or not? A. I don't.

Are his books now in your possession? A. They are not.

Have they been? A. They have not.

Your duties as private secretary don't require you to take charge of the accounts of Mr. Tweed? A. No; not necessarily.

Q. What? A. No; not necessarily; no.

Q. Have you ever examined the accounts he kept in 1870, prior to the time you became his private secretary? A. He kept memoranda, but I doubt if he kept any accounts of any transaction.

Q. Were those memoranda in your possession? A. They are not.

Q. Or under your control? A. They are not; that is, I never knew that he kept any books.

Q. Were you intimate with Tweed, at his rooms, that session of 1870? A. I was.

Q. Any considerable time? A. Frequently; perhaps not for a long time of visits.

Q. Did you perform any service for him while you were at Albany in 1870? A. None whatever.

Q. Did you know Senator Woodin at that time? A. Did not.

Q. By sight? A. No, sir.

Q. So, you can't tell whether you saw him at Tweed's apartments in the city of Albany during 1870, or not? A. I cannot.

Q. Have you seen any entries upon his books, or any memoranda in his possession respecting the use of money at Albany? A. I have not.

By Senator SCHOONMAKER:

Q. What was your business in Albany during the session of 1870?

A. I was quite intimate with Mr. Tweed, and came to Albany to pass the time; I was not particularly engaged in my business occupation, and had the leisure.

Q. Had you any occupation? A. I was disengaged; no particular occupation, although I stated I was in the oil business prior to taking the position of contract clerk.

Q. Did you stop with Mr. Tweed? A. No, sir.

Q. Where did you stop? A. Delavan House, I think.

Q. How long were you at Albany? A. I could not say.

Q. Whether you could say it was a week or longer? A. It was not so long as a week; oh! I think on one occasion about the time of the passage of the charter, and after the opening of the river, I came up in the boat and went back the same day; the same evening.

Q. Did you come to Albany for any business purpose then? A. I can't say that I did.

Q. Did you come at the solicitation of any person? A. I did not.

Were you sent for by any one? A. I was not.

Did any one suggest to you to come? A. I came on my own possibility.

Were you the guest of Mr. Tweed while you stopped here? No, sir.

Did you spend much of your time in his room? A. I probably did him frequently.

Did you have any conversation with him about any matters of business? A. Not any specially.

Or about any Senators? A. I did not.

Did you become acquainted with Senator Winslow at that time? I did not; never met him.

Were you aware of the fact there was a Senator of that name? I think I remember that.

Do you remember now how you learned? A. No, except by newspaper returns.

Here, I mean? A. No.

You are not a relative of Mr. Tweed? A. I am not.

Did you reside in New York at that time? A. I did.

Did you perform any service for Mr. Tweed at Albany? A. I did not.

Have you looked over the memoranda of Mr. Tweed in reference to affairs at Albany during the session of 1870? A. I have.

Do you know any thing about those memoranda — what they contain? A. I do not, particularly.

Do you know in any respect? A. I can't say that I do, more than I have seen in the papers.

What do you refer to that you have seen in the papers? A. The alleged confession.

Do you mean to state that you have seen any thing upon this memoranda that you have seen in the papers? A. No.

What do you mean by saying more in the memoranda than you have seen in the papers? A. I did not say that.

What do you mean by the language you used; what did you mean when you answered, "I can't say that I do more than I have seen in the papers?" A. I read the article in the papers, and that is all I know about it.

Have you seen any thing in the memoranda of the kind you read in the papers? A. I don't know that I have, particularly; I have seen some things of a similar nature.

Q. You have seen some things of a similar nature? A. Portions of the statement.

Q. What statement do you mean; the original statement? Yes, sir,

Q. Published in the paper, you saw the statement? A. Portions of it.

Q. Where did you see it? A. In Mr. Tweed's possession.

Q. Did you assist in the preparation of it? A. I did not.

Q. Did you see him prepare it? A. I can't say that I did.

Q. Did you see any one prepare it? A. No.

Q. At what stage of the preparation of that paper did you see it? A. At the beginning, I think; I had nothing whatever to do with its preparation.

Q. Did you see it after it was completed? A. No.

Q. Do I understand you to say that you saw it at the beginning of the preparation of the statement? A. I can't say that I saw the statement; I saw portions of the statement.

Q. Did you see any memoranda from which the statement was prepared? A. No, I think not.

Q. Did you see any check in the possession of Mr. Tweed? Yes, sir; I did not notice it particularly.

Q. When did you see checks in his possession? A. For five or six years.

Q. Did you see any checks in his possession relating to matters contained in that statement? A. I might have seen some of them contained in the statement.

Q. Do you know whether or not you saw any relating to matters contained in that statement? A. No.

Q. Did you examine any of the checks? A. The checks were no matter to me, and I did not pay any attention to them.

Q. Did you look over any of the checks? A. No.

Q. Do you know how many you saw in his possession? A. I can't say the number.

Q. Did you see them at the time the statement was being prepared? A. Yes, sir; I think I saw the checks at that time.

Q. Were they then before Mr. Tweed, or in his possession? They were in the box, under the table.

Q. Did you have any conversation with Mr. Tweed on the subject of those checks; I don't ask what the conversation was? A. Yes.

Q. Did you have any conversation with him in relation to the statement; I don't ask you what the conversation was? A. Yes.

Q. When did you see Mr. Tweed last? A. I saw him last evening

Q. When were you subpoenaed? A. Yesterday morning.

Q. Did you have any conversation with him? A. I did.

Q. Did the conversation relate to the subject-matter of your examination? A. It did.

Q. Do I understand you to say that you now hold the relation of private secretary to Mr. Tweed? A. Well, I don't know that I call it that position now; confidential friend, I suppose — as a friend.

Q. How long have you been his confidential friend? A. For a great many years.

Q. How soon did you see Mr. Tweed, after his return in November last? A. The same day.

Q. Have you seen him frequently since that? A. I have.

Q. About how often have you seen him? A. Nearly every day.

Q. Have you called upon Mr. Tweed for or on behalf of any person implicated in that statement? A. I have not.

Q. Have you been requested by or in behalf of any person implicated in that statement to call upon him? A. I have not.

Q. Have you been requested by any person to call upon him since his return in November last? A. In reference to what?

Q. To any of the matters that relate to the legislation of 1870? A. I don't think I have.

Q. Are you positive about that? A. Well, yes.

Q. What? A. Yes, sir.

Q. Have you been requested, by any person, to call upon him since his return in November last? A. In reference to his statement?

Q. You will pay attention to my question; have you been requested by any person, to see Mr. Tweed or to call upon him since his return in November last? A. I don't think I have; I have had visits with different individuals and probably some of them may have said to me they would like to have me say something to him, and I may have said something to him.

Q. I want a direct answer to the question? A. If it is in relation to statements, I can say no.

Q. You understand the question? A. Yes, sir.

Q. Have you been requested by any person to see Mr. Tweed or call upon him since his return to New York city, in November last? A. I have not.

Q. Has the suggestion been made to you by any person to call upon him or to see him? A. No, sir.

Q. Have you been requested to talk with him by any person since his return? A. I have not.

Q. Have any suggestions to that effect been made to you? A. I think not.

Q. Have you, as matter of fact, conversed with him upon the subject of the action of any member of the Legislature of 1870? A. I think not.

By Mr. SPRIGGS :

Q. Mr. Dewey, have you any knowledge that any check which you saw had any reference to legislation at Albany in the winter of 1870, or at any time? A. I have no knowledge of that.

By Senator SCHOONMAKER :

Q. Mr. Dewey, when did you arrive in Albany? A. At one o'clock.

Q. To-day? A. Yes, sir.

Q. Have you conversed with any one since you have been here? A. I have.

Q. With whom have you conversed? A. Well, I have called on Mr. Flanigan, Judge Campbell—

Q. Judge Campbell of New York? A. Of New York; Archibald Bliss, ex-Senator Coe, General Barnum, Mr. Barber.

Q. What Barber? A. A. D. Barber.

Q. Willard Johnson? A. I don't know; I have met a great many people here whom I do not remember.

Q. Have you named all with whom you have had conversation since you have been in Albany? A. I have talked with Mr. Spriggs.

Q. Any one else? A. Col. Morehead, Mr. Shook; that is all; Hiram Calkins.

Q. Have you named all now? A. All that I remember.

Q. How long was your interview with Mr. Tweed last night? A. Four hours.

Q. Was the alleged statement of Mr. Tweed a subject of conversation? A. I don't think it was; I was quite surprised at my being subpoenaed.

Q. Did you receive any communication from any person after Tweed's return in November last in relation to Tweed, or converse with him? A. I think not.

By Mr. SPRIGGS :

Q. You say you expressed surprise that you were subpoenaed ; did that arise from knowledge of the fact that you knew nothing with reference to the matter of the investigation ? A. It did.

By the CHAIRMAN :

Q. Since you have been in Albany have you talked generally with your acquaintances as you have met them ? A. Yes, sir, all of them ; spoken to a great many people.

Q. Did you know there was a contest in regard to the charter of New York city in 1870 ? A. I did.

Q. You came up about the time of the passage of the charter ? A. I did.

Q. Did you come up on business with reference to it, or to see the fun, or for what purpose ? A. I came up more to see the fun.

By Mr. SPRIGGS :

Q. Mr. Dewey, Senator Woodin is the gentleman sitting next to Mr. Shook in this room ; do you know that you ever saw him before ? A. I never saw him before to my knowledge.

Q. Did you ever have any conversation with him with reference to any matter ? A. I never have.

By Mr. BRADLEY :

Q. Do you recollect about the time when the first rumors appeared that Tweed would make a confession or statement ; do you recollect how long ago it was ? A. I think it was immediately after his return from Spain.

Q. Since that time has any person talked with you upon the subject of that confession or statement ? A. No, sir.

Q. Have you ever been called upon and asked whether you knew any thing about it or not ? A. More than likely I have ; yes, sir ; I cannot say by whom.

Q. Do you recollect any person who called upon you and made such inquiry ? A. I cannot say that I do.

Q. Did you learn at that time that the inquiry was made in behalf of any person who was in any manner implicated in the statement ? A. No, sir.

Q. Have you learned by any communication had with you upon that subject that any person other than he who made the inquiry

ired to learn what the statement was? A. Have had a g
ny applications to obtain what the statement was.

Q. That don't answer the question; did you learn that any pe
er than he who made the application to you was desirous of le
what the statement was? A. No.

Q. If you will recollect any of the persons who called upon
I made those inquiries, you will please state their names? A.
't say that I have no recollection of any particular individua
ny inquiries were made in reference to him.

Q. When did you first learn that the persons who appeared t
licated by this statement were the persons who would be
licated by him? A. I don't know that I ever knew that.

Q. What? A. I don't think I ever knew that.

Q. Did you in any man ner learn that any of these persons w
implicated by the statement until you saw the statement?

Q. Have you ever seen it in any memoranda, or anywhere, p
the time you saw this statement that you have referred to?
re not.

By Senator SCHOONMAKER:

Q. What fun did you expect to see in Albany when you c
e in 1870? A. Well, I expected to see the victors jubilant,
my interest appeared to be with the winning side, I thought
uld afford me a happy time.

Q. Did you come to Albany before the passage of the char
I think so.

Q. Then you were aware who would be the victors? A. I
fident.

Q. How did you learn who the victors would be? A. From
ieral observation.

Q. Did you learn by statements made by any person? A. I t

Q. Only from your general observation? A. General observat

Q. You came to see the jubilee of the victors; is that what
an? A. Yes, sir.

Q. You felt confident of the success of Mr. Tweed? A. I dic

Q. Was Mr. Tweed jubilant? A. I think he was.

Q. Was there any expression of his jubilant feelings at the ti
Not especially so, that I remember.

Q. Any banquet ; any entertainment ? A. Not particularly so.

Q. Did you see any money or fund in his possession at that time ?

A. No, sir.

By Senator BRADLEY :

Q. You say you expected a successful result by Tweed when you were here, before the passage of the charter ? A. Yes, sir.

Q. Will you state what reason you had to expect that ? A. I did not have any special basis for the conclusion, except he was very energetic, and I had the hope he would succeed.

Q. Did you understand that he had the means of making his influence effectual at Albany ? A. I don't know that I had any special knowledge of that.

Q. Did not you understand that there was a pool made up in New York city for some purpose ? A. No, sir.

Q. What ? A. I don't know that I had any knowledge of any pool made up in New York.

Q. I mean a fund contributed to by parties in New York prior to the passage of this bill ? A. I don't know any thing about that, except the general rumor.

Q. Did you know John Garvey ? A. I did.

Q. Did you see him at Albany when you were here ? A. I might have seen him here.

Q. Do you recollect it ? A. I don't remember.

Q. Did you know James H. Ingersoll ? A. I did.

Q. Did you see him at Albany ? A. I can't say.

Q. Did you base your expectation that Mr. Tweed would be successful in the passage of the bill relating to the city of New York, because you understood money was used ? A. I can't say that I did.

Q. Can you say that you did not ? A. No.

Q. What did you base it upon ? A. General observation ; I don't know as I can say what it was based upon.

Q. Was it from information you derived from Mr. Tweed ? A. I think not.

Q. Was it from knowledge or information you received before you left New York city to come to Albany ? A. I think not.

Q. Can you give any reasons why you expected that success on the part of Tweed in that legislation ? A. I can't more than I have given.

Q. You were an advocate of the bills which Mr. Tweed was seeking

to have passed? A. Not especially an advocate, except I felt the hope that he would succeed.

Q. Did you contribute any money to that purpose? A. I don't think I did.

Q. Yourself? A. I don't think I did.

Q. Can you say you did not? A. Well, yes; I think I did not.

Q. Did you, before or after the passage of the bills that passed that session, contribute any money for the purpose of aiding in the passage or of paying up arrearages growing out of some arrangement that had been made? A. I did not.

Q. Shortly after the passage of that charter you became clerk in the department in New York? A. Yes, sir.

Q. By whom were you appointed to that position? A. Mr. Tweed.

Q. At a stipulated salary? A. Yes, sir.

Q. Was any per centage of your salary taken by Mr. Tweed or reserved by him for any purpose? A. It was not.

Q. Did you contribute any portion of your salary to any purpose other than your own private business? A. I held one office and it was a fee office; I held two offices at the same time; I don't think I contributed any moneys, however, for any purpose.

Q. Were any of the moneys which were going to you as a part of your salary or fee reserved, or taken for any purpose other than your own individual use? A. There was not.

By Mr. SPRIGGS:

Q. The fun you expected to see was between the young and old democracy, I suppose? A. Yes, sir.

Q. The exultation of one and the depression of the other? A. Yes, sir.

Q. You did not state the other office you held? A. Deputy collector of assessments.

Q. Do you recollect now what the compensation amounted to of those two positions? A. I don't; the salary of one was \$5,000, and the other was a fee office.

Q. Do you recollect something about what the fee amounted to annually? A. No, sir; I don't think I could say.

Q. Was it \$10,000 a year, the fee office? A. Probably.

Q. Who received those fees? A. I did.

Q. How long have you known Mr. Tweed? A. Since 1863, I think.

Q. Had you any relations with him prior to that time — 1870?

A. Social relations.

Q. Had you been in his service? A. Not particularly.

Q. Had you contributed in any manner to his support, political or otherwise? A. I think I did; not to any great extent, however.

Q. Were there any particular services that you performed that induced him to give you these positions, that produced \$15,000 a year? A. There were not.

Q. Then you were as much surprised when you were appointed to those two positions, as when you were subpoenaed yesterday morning? A. No, I think not.

Q. Did your expectations to be appointed to those places continue for any length of time prior to the time of your appointment? A. Yes, sir; if he had had the power to have given me an office, I think he would have given me a position at any time after 1866, if I had felt an inclination to accept one.

Q. Did these positions grow out of the charter of 1870? A. No, not altogether.

Q. Did his power of appointing you to positions grow out of that charter? A. No, I think not.

Q. Then the power he had to make those appointments existed before? A. I think they did.

Q. Was there any reason why you were not appointed earlier? A. None, except that I had no ambition for a political position.

Q. Was there any thing you did by way of contributing to the result of the legislation of that session that induced him to appoint you to that position? A. I think not.

By Mr. SPRIGGS:

Q. Were you a member of a social club that he was president of? A. Several of them.

Q. Were you a member of a club known as the "Stable Club?" A. I was.

Q. That was purely a social club? A. It was.

Q. You said in answer to the inquiry put to you by one of the Senators, that you had been inquired of by several parties as to the probability of his making a confession or statement? A. Yes, sir.

Q. Was that a general inquiry? A. General inquiry.

Q. It was not with reference to any particular matter now the subject of this investigation? A. It was not.

Q. A general inquiry of information that they desired? A. Yes, sir.

Q. The gentlemen that you have spoken of here to-day — Gen. Barnum and others — are acquaintances of yours? A. Yes, sir, and have been for years.

Q. And you spoke to them socially; that is what you mean? A. Yes, sir.

Q. The conversation you had with myself was, you said, you were here and desired I should get you examined to-day, if I could, and I told you I would see Senator Carpenter, the chairman of this committee, and bring up the conversation? A. Yes, sir.

Q. And I introduced you to Mr. Carpenter? A. Yes, sir.

By Mr. SCHOONMAKER :

Q. You said you spoke to A. D. Barber, as an acquaintance of yours? A. Yes, sir.

Q. When did you become acquainted with him? A. About 1868; I don't know but earlier than that.

Q. Did you see him when you were at Albany in 1870? A. I presume likely.

Q. Do you remember whether you did? A. I think I did; I probably did.

Q. Did you see him at Mr. Tweed's head-quarters? A. I think I have; yes, sir.

Q. In 1870, I mean? A. Probably; yes, sir.

Q. Did you see him in consultation with Mr. Tweed? A. I have.

Q. Has he visited Mr. Tweed at any time within a year? A. He has not.

Q. You know he has not? A. He has not, to my knowledge; yes, sir.

Q. Or communicated with him? A. He has not.

Q. What business have you been in since Mr. Tweed's troubles in 1871? A. I have been occupied helping him.

Q. You have been in no other business? A. No other business.

Q. You are not now? A. Am not now.

Q. Where is your address in New York city? A. Hoffman House.

Q. You board there? A. Take my meals there.

By Mr. SPRIGGS :

Q. You have been operating in stocks some? A. Yes, sir.

Q. You have operated in stocks to a considerable extent? A. Yes, sir.

Q. During the whole time? A. Yes, sir.

By Senator SOHOONMAKER :

Q. Did you operate in stocks in 1870? A. I did; clear back to 1860.

Q. Did you have any stock transactions with any member of the Legislature of 1870? A. I did not.

Q. Know of any stock being transferred to any member of that Legislature? A. I do not.

Q. Or the proceeds of the sales of any stock? A. I do not.

Q. Or any investment of stock? A. No, sir.

NORRIS WINSLOW, recalled as a witness :

Examined by Senator BRADLEY :

Q. Is there any thing further you desire to say respecting the deposit of the two thousand six hundred and odd dollars which appeared upon the books of this company—the National Trust Company? A. No further than to say that the statement is correct.

Q. Did you deposit any money with the National Trust Company of New York in June, 1870? A. Yes, sir.

Q. What amount? A. The \$20,000 that Mr. Cruikshank mentioned I deposited to my credit.

Q. In what manner did you make that deposit? A. It was the company's check payable to the order of J. E. Winslow.

Q. In what manner did you obtain the company's check for \$20,000? A. I think the check was handed to me by the president, payable to the order of J. E. Winslow; I took the check to Watertown and it was indorsed by J. E. Winslow, and I sent it to my credit to the Trust Company.

Q. Where did you receive that check? A. In the office of the Trust Company.

Q. In New York? A. Yes, sir.

Q. Upon what consideration was that check given to you? A. A loan that day made to J. E. Winslow.

Q. Any other consideration? A. No, sir.

Q. Did you draw upon the Trust Company for that money after it was deposited there? A. I did.

Q. Shortly after it was deposited? A. Yes, sir.

Q. The same month? A. Within a few days.

Q. All at one time? A. Two different checks, I think.

Q. At the same time? A. I think they were a day or two apart.

Q. Who were they drawn by? A. They were drawn by me.

Q. To whom payable? A. The Merchants' Bank of Watertown.

Q. What was done with the proceeds? A. Placed to my credit there.

Q. To the Merchants' Bank of Watertown? A. Yes, sir.

Q. Was there any disposition made of it other than for your own individual purpose? A. There was none; it was all used in my private business.

Q. Had you prior to that time deposited any money in the National Trust Company of New York? A. Yes, sir.

Q. That same spring, prior to June? A. I don't think I had much; no, sir.

Q. Had you any? A. I think there was a dividend on the first of January placed to my credit.

Q. Dividend made upon the stock you held in the company? A. Yes, sir.

Q. You were a stockholder? A. Yes, sir.

Q. Did you make any deposit after the deposit of \$20,000 in June? A. I think in the last day of June there was another credit of a dividend.

Q. Did you deposit any other amount that year in that trust company? A. Small amounts occasionally; not a great deal, however.

Q. What do you mean by small amounts? A. Might have been a few hundred dollars.

Q. I think you stated you had an account at no other bank in the city of New York? A. That is the only account I had.

Q. You made no deposit anywhere except in the trust company during the session of 1870? A. Not to my recollection.

Q. Have you a statement of your account with the Merchants' Bank of Watertown during that year? A. No, sir, I have not.

Q. Were you subpoenaed to produce an account? A. I don't know as I was.

Q. Are you able to give us a statement of your account with the Merchants' Bank of Watertown during the year, to-day? A. No, sir, I could not.

Q. Are you able to state the large amounts that were deposited there to your credit during that year; any amounts of \$5,000 and

upward? A. I don't think there was, except perhaps in a transfer of one account to another; transfer of books; no large deposit of money, etc.

Q. What do you mean by transfer of books? A. The bank was transferred from an individual bank; that is, there was a stock association formed in the spring of 1870, and the assets of the private bank was placed to my credit.

Q. When was that done? A. In the spring of 1870; I could not give you the exact date, and the liability of the bank was charged against that.

Q. Was that at the time the Merchants' Bank was organized? A. Yes, sir.

Q. Up to that time there had been a private bank? A. Yes, sir; by the name of the Merchants' Bank; but it was all owned by me.

Q. During that year were there deposits made to your credit in that bank? A. Yes, sir.

Q. I mean the private bank, before the incorporated institution was organized? A. Yes, sir.

Q. Do you recollect any large amount that was deposited, say \$5,000 and upward? A. I don't recollect of any.

Q. Do you say there were or were not any? A. I think there were not any; I am quite positive there were not.

Q. Did you have any account whatever with any bank or other than the banks at Watertown you have referred to, and the National Trust Company, that spring? A. Not that I recollect of.

Q. Anywhere? A. No, sir.

Q. Somebody in the testimony stated about a certain time you did a considerable building? A. Yes, sir.

Q. When was that? A. Was it in relation to coupon bonds that Mr. Cruikshank referred to?

Q. There was something said on that subject? A. That building was built in 1871.

Q. Did you do any building in 1870? A. Yes, sir.

Q. What did you build in that year? A. I built a sewing machine manufactory; it was used for sewing machines.

Q. A pretty expensive building? A. Well, yes, sir; it was quite a large building.

Q. How expensive a building was it? A. If I remember right, what was done to it that year must have cost \$25,000 to \$30,000.

Q. What time in the year was that? A. It was built during the year.

Q. What time was it commenced? A. It was commenced as soon as the frost was out of the ground, so that we could work.

Q. Before the first of April? A. I should hardly think it was.

Q. Before the first of May? A. Probably not far from the first of May; it would be about the usual time you would commence such work.

Q. Did you erect any other building in 1870? A. I don't now recollect that I did.

Q. Did you build any dwelling-houses that year? A. Not that I remember of.

Q. You would remember of it, probably? A. Well, no, sir; I built over 100 dwelling-houses in our place, and it would be impossible to tell as to that one year.

Q. Did you build any dwelling-house for yourself that year? A. I did not; no, sir; I built the dwelling-house I live in, in 1866.

Q. Had been in the habit before that year of giving public receptions at your house? A. Yes, sir.

Q. You recollect whether you gave one in 1870? A. I don't think I did.

Q. Are you quite confident of that? A. Yes, sir; I am; I don't recollect of ever giving one after I become a member of the Legislature.

By Senator SCHOONMAKER:

Q. Who is the J. E. Winslow referred to? A. My wife.

Q. Did you mean that she effected a loan with the trust company on the 11th of June? A. I did it for her; yes, sir.

Q. She was not in the city, then? A. No, sir.

Q. Were you in New York city? A. Yes, sir, I was; that is my recollection, on Saturday.

Q. Did you say that the check of the trust company was given to you of \$20,000? A. To hand her; it was payable to her order.

Q. You negotiated the loan? A. Yes, sir.

Q. The paper states the loan was secured by collaterals? A. Yes, sir.

Q. Do you know what they were? A. Yes, sir.

Q. What were they? A. Merchants' Bank Stock of Watertown.

Q. The new bank or the individual bank? A. The new bank.

Q. Was that stock your own? A. Yes, sir.

Q. Your own individual stock? A. Yes, sir.

Q. The loan was secured by your own property? A. Yes, sir.

Q. You took the check to Watertown, you say? A. Yes, sir.

Q. It was indorsed by your wife? A. Yes, sir.

Q. Do I understand you to say that you sent the check back to the Trust Company in New York to be deposited there? A. To my credit, yes, sir.

Q. And then you drew two checks upon it which were deposited to your credit in the Watertown bank? A. Yes, sir.

Q. You could have deposited the \$20,000 check at Watertown in that bank, could you not? A. I suppose I could; nothing to hinder my depositing it in any bank.

Q. That is the way in which banking business is done; a check on New York is deposited in any country bank and the credit given to the depositor; is not that the way in which business is ordinarily done? A. The check can be deposited in any institution a man sees fit to.

Q. Is not that the way the banking business throughout the country is ordinarily done? A. No, sir; I don't know that it is; it is a very common occurrence that people living in the country have an account in New York and also there.

Q. The deposit in New York in the trust company was credited to you on the fourteenth of June, according to the books? A. Yes, sir.

Q. According to the books you drew a check on the deposit the same day? A. I believe that is so; yes, sir.

Q. And entered on the seventeenth of June? A. I think that was the date; it was very soon after, at any rate.

Q. Both of those checks were credited to you at the bank at Watertown? A. Yes, sir.

Q. Can you give any reason why the business was done in the way described? A. No particular reason, except in the matter of business it was convenient for me to do so.

Q. The proceeds of the loan were intended for yourself? A. Yes, sir; perhaps it may be well for me to explain why the loan was not made in my name; the charter of the company would not admit of the trustees borrowing any money.

By Mr. SPRIGGS:

Q. You could borrow it in the name of your wife? A. Yes, sir.

By Senator SCHOONMAKER:

Q. How was the money drawn out of the bank in Watertown

after it was credited to you in that institution? A. I could not say; it was drawn as I wanted to use it in my business.

Q. Don't recollect now? A. No, sir; I presume it did not remain there a great while, for I was quite a heavy borrower of money that year.

Q. You stated the proceedings of the individual bank were credited to you in the new bank? A. Yes, sir.

Q. Do you recollect now how much those proceeds amounted to? A. No, sir; I remember the stock came to me; this stock which I refer to was a portion.

Q. I said proceeds and should have said assets? A. Assets.

Q. Do you recollect how much the assets amounted to; the amount was credited to you on the books of the new bank? A. I could not, because it was quite large.

Q. State as near as you can? A. It would be mere guess-work, Senator.

Q. You have a right to correct it at any time? A. In the ordinary business of the bank the deposits would run, say \$100,000 or more.

Q. Did the credit that was made to you as and for the assets of the old bank amount to \$100,000? A. I think they must have; yes, sir.

Q. Did they amount to more than that? A. I couldn't state as to the amount, only as I recollect the average business the bank did and the credit that was placed at that time were the avails of bills discounted, and such assets as the institution owned — as I owned at that time and had owned previously.

Q. Were the assets you referred to credited all in one credit? A. I think they were; there was a committee of the new stockholders appointed to receive them from me; they were examined and reported upon by that committee.

Q. Have you any statement of the assets of the individual bank? A. No, sir.

Q. Have you any books showing them? A. Yes, sir; that book will show it.

Q. Do you mean that you were credited with the value of the assets of the individual bank? A. Whatever I turned over; there might have been some that they would not take.

Q. Was a credit made to you of money? A. I think not.

Q. What was the capital stock of the individual bank, or was

there no capital stock? A. I don't think there was any; it was all my own, whatever was.

Q. What was the capital of the new bank? A. One hundred and fifty thousand dollars.

By Mr. SPRIGGS:

Q. The individual bank was owned entirely by yourself? A. Yes, sir; it had been ever since its formation — since the commencement of the business, in 1864.

Q. It continued until sometime in 1870, when it was changed from an individual to a stock bank? A. Yes, sir.

Q. In that exchange did you receive shares of the stock of the bank, and if so, how many? A. I could not tell you quite now; it was quite a large amount.

Q. Four hundred shares? A. I think there must have been more than that; among other things I turned over was the banking-house of \$20,000; I think that was the price they paid me for that.

Q. What were the shares, fifty dollars or \$100? A. One hundred dollar shares; the banking-house I had owned ever since 1865, I guess.

Q. Was there a certificate of deposit out against the individual bank? A. Yes, sir.

Q. That was your individual matter? A. Yes, sir.

Q. What is your recollection with reference to this \$20,000 being borrowed in part to meet those certificates of deposit? A. I think there must have been quite an amount of it used for that purpose; the certificates of deposits, which were transferable, I took care of individually, as they were presented; the open accounts on the ledger balances was assumed by the new organization.

Q. When was the last of this loan paid to the National Trust Company? A. It was in the fall of 1873; I recollect that because they called on me in the panic, and I had a pretty hard time to get it.

Q. It ran until the time you speak of, until it was paid up in 1873? A. Yes, sir; I had forgotten to state to the committee it was the only ledger balances which the new organization assumed; the certificates of deposit, which were transferred, I paid as they were presented.

Q. Was there a large amount of those certificates? A. Yes, sir.

Q. Interest certificates? A. Yes, sir.

Q. Do you remember any thing about the amount? A. There must have been upwards of 50,000 of them.

By Mr. SPRIGGS :

Q. How was your account kept in the National Trust Company prior to 1870; whether in your own name individually, or whether in the name of the bank; you were the owner, but how was the account kept? A. I rather think it was in the name of banker up to that time; the Senator asked me if I had done some building that year; in regard to the large building, I would say that \$20,000 of proceeds that went into that building I borrowed of the Agricultural Insurance Company on a mortgage.

Q. That is the sewing-machine building you spoke of? A. Yes, sir; it was a large building designed for manufactories, and at that time there was quite an effort being made to extend manufactories in our town; I recollect it was talked of in the board of directors at that time, and I made such a proposition, that I would build such a building if they would make me such a loan on it, and it was so arranged, and that mortgage is yet unpaid.

By Senator SCHOONMAKER :

Q. If you want to make any statement or explanation you can make it? A. I don't know that I think of any thing; the reason of my making this statement was simply to give the facts where the money was obtained to build the industrial building that year.

By Mr. SPRIGGS :.

Q. At the time of your election to the Senate what did you consider yourself worth?

Senator SCHOONMAKER — Hardly that.

By Mr. SPRIGGS :

Q. What were you worth, a fair estimate in your judgment of your property? A. Well, I was worth over a quarter of a million dollars, as property then was.

Q. You so considered it? A. Yes, sir.

By Senator SCHOONMAKER :

Q. Do you mean that your property was worth that amount? A. Yes, sir.

Q. Do you mean it was worth that amount over and above your liabilities? A. Yes, sir; I so considered it.

Q. When were you elected to the Senate? A. In the fall of 1869.

Q. Had your property depreciated any by the spring of 1870? A. I don't think it had; my recollection is it was about that time, or soon after that, real estate began to get a little dull.

Q. You stated you had been a large borrower during the year 1870; how do you explain that? A. I had a great deal of property in my possession; a large number of houses; a very large amount of real estate; a large amount of stock — insurance stock, bank stock, etc.; it was not all paid for.

By Mr. SPRIGGS:

Q. You had more property, in other words, than ready money? A. Yes, sir; I owned a very large interest in a sewing machine at that time, which required a good deal of money to carry on, while I was assisting largely a good many enterprises.

By Senator BRADLEY:

Q. You found you needed money pretty early in the spring of that year? A. When I commenced business, after I left the Legislature, I developed my plans for the year.

Q. Your property, during the early season of 1870, consisted mostly of real estate, as I understand it? A. No, sir; I don't think it did.

Q. You commenced borrowing in June? A. I owned bank stock, insurance stock and some railroad stock; some bonds of different kinds.

Q. Your liabilities exhibited prior to 1870 you have referred to; I understood there were a considerable amount of liabilities? A. Yes, sir; I considered all these certificates of deposit that were out were liabilities.

Q. While you had a large amount of property that spring, you required money? A. No, sir; I didn't need money until I began to develop business in the spring; I began to operate after I got through with my business here.

By Mr. SPRIGGS:

Q. By "operating" you mean building? A. Yes, sir.

Q. Do you recollect any other building than the sewing machine building? A. I don't think I did any more that year.

Q. You raised \$20,000 by loan for the purpose of putting in there?

A. Yes, sir.

Q. I assume from that that you had not a large amount of money when you returned that spring? A. No, sir.

Q. And you had liabilities amounting to a considerable? A. Yes, sir.

Q. So that you had use for considerable money that spring? A. Not till I commenced operations, I repeat; your experience has taught you, probably, that I could not very well place a loan on a building until it was complete or nearly so; consequently I had to put the money into it before I got the loan.

Q. If you put your own money in you would not need the loan?

A. I might have borrowed the money to build, expecting to pay it when I got in a position to loan upon it.

Q. The liabilities were existing at the time of building; I understood you to say that you had bank and insurance stock, and quite a large amount of liabilities? A. The great heft of the liabilities were those outstanding certificates; some mortgages.

The committee hereupon adjourned, to meet at Congress Hall, April 27, 1877, at 9.30 A. M.

CONGRESS HALL, ALBANY, *April 27, 1877* — 9.30 A. M.

The committee met pursuant to adjournment.

ORLOW W. CHAPMAN, being duly sworn, testified as follows:

Examined by Senator CARPENTER, chairman.

Q. Where do you reside, Mr. Chapman? A. Binghamton.

Q. Have you ever been a member of the Senate of this State? A. I was a member of the Senate in 1868, 1869, 1870 and 1871.

Q. Was Wm. B. Woodin a Senator during part of that time? A. During 1870 and 1871 he was.

Q. Was Norris Winslow a member during 1870 and 1871? A. He was there after I was there, and the same time I was there.

Q. Was William M. Tweed a member of the Senate? A. He was during the four years I was.

Q. You personally knew those three gentlemen? Q. Yes, sir.

Q. To which political party did you belong? A. Republican.

Q. Did Mr. Tweed take an active part in legislative matters during the four years you were there? A. I should think so.

Q. As a matter of fact, did he? A. I suppose there is no dispute about that in any quarter.

Q. State what the facts were in relation to Senator Woodin taking an active part? A. I should say the same thing of Senator Woodin during the two years he was there with me; that would be my idea about it; not perhaps as much so as lately, that was his first term.

Q. Did he take an active part in discussion of measures before the Senate in the winter of 1870? A. I should say that he took as much of an active part as any of us, and still, it being his first winter there, it may not have been; still I looked upon him as one of the strong men of the Senate.

Q. What was Mr. Winslow's position in regard to activity and influence? A. I should say perhaps the same thing of Mr. Winslow; Senator Winslow was not much of a talker during the time I was there; I don't think he claims to be much of a talker; he was active in connection with his own legislation; I suppose he interested himself in any thing coming before the Senate.

Q. Who were the Senators, if any, who took a particularly active part in the discussions before that body, modesty, perhaps, forbidding you to mention yourself? A. Have you a list of the Senators during that term? I am liable to get the Senators of the two terms mixed; Kennedy and Parker were strong men, as I looked upon them in that Senate; those two men were looked upon as strong men in the Senate; if I had a list of the Senate I could pick them out.

By Senator BRADLEY:

Q. We have not any list here; do you know any thing about the bill known as the Huckleberry charter? A. I remember there was such a bill there; about its introduction I don't remember.

Q. Was it before the Senate? A. Well, sir, I can't tell you whether it came up before the Senate or not; there was a liability one time of its passage somewhere, and it was killed; it strikes me it was killed in the house.

Q. Do you remember there was an active contest in regard to it between the regular and the young democracy? A. I think there was, but my impression is that that contest was in the house.

Q. Not in the Senate? A. That would be my impression; since I was subpoenaed I intended to look over the matter and refresh my memory, but I have not had time, and can only give my impression.

Q. You remember there was a bill before the Senate known as the Tweed charter? A. Yes, sir.

Q. Which passed the Senate? A. Yes, sir.

Q. There was also a bill known as the election law bill? A. Yes, sir.

Q. Which was also passed? A. Yes, sir; passed and signed by the Governor before the charter was passed, as I recollect it.

Q. Was there a republican caucus that winter in regard to those bills? A. Yes, sir.

Q. You voted for them both? A. I did.

Q. They were both, as matter of fact, generally voted for? A. Yes, sir.

Q. Why did you vote for the charter? A. I voted for it in order to get the election law; at least that was my own motive.

Q. You said there was a republican caucus held upon those measures? A. Yes, sir.

Q. What position was taken in that caucus in relation to them; state what was done there in reference to them — the reasons assigned? A. The action of the republican members of the Senate upon those two measures was the question under discussion, and it was finally decided to support the charter in order to get the election law; that is my recollection.

Q. Was that position taken by the caucus as a body? A. That is my recollection of it.

Q. That was the political reason assigned and the individual reason? A. That was my understanding of it.

Q. Which passed first in the Senate? A. The election law went to the Governor and was signed by him, as I understand it, before the charter was put upon its passage, and, as I recollect it, before the Senators would consent to vote for it; I think that was it.

Q. How long after? A. A very short time.

Q. That the charter passed? A. It might be a day; it was very shortly after the Governor signed it, as I remember it.

Q. Have you any knowledge of any money being used or promised to influence the vote of any republican Senator? A. I certainly have not, directly or indirectly.

Q. If you know of any circumstance to lead you to infer that money was so used, please state the circumstance? A. Of course after it I heard the rumors in the papers and everywhere; but my impression is that it was some little time after, before I heard any thing of that; of course I cannot tell now how long after it.

Q. Have you any knowledge that money was used at all, in regard to any measure before the Legislature about that time? A. I have not.

Q. You know nothing about money being raised? A. I do not.

Q. Do you remember what Mr. Greeley's position was at the caucus to which you have referred; it has already been stated that he was present at the caucus? A. My recollection is that Mr. Greeley and some other gentleman who was with him were present at the caucus a part of the time; some members of the caucus had conversation with Mr. Greeley and with the other gentleman, whose name I do not remember, in regard to the measures; my recollection is that Mr. Greeley first urged upon the republican members not to pass the charter, but, after hearing the suggestions made by members, and the reasons which they gave tending to induce them to support the charter, it seemed to me that he took a different view of it somewhat, although it does not seem to me now that he quite assented, or that he seemed to be quite convinced of our position, but it seems to me that the other gentleman, whoever he was, acknowledged there in the caucus that our position was correct; I do not recollect but two men in there; it seems to me that one of them, before he went out of the caucus, conceded that our position was correct in it; that is my recollection of it, and that Mr. Greeley seemed to take a different view of it, although in words he did not admit that our position was correct.

Q. Mr. Greeley was very earnest in advocacy of the election law? A. My recollection is that was so, and that he advocated it in his newspaper prior to this.

Q. Do you recollect whether Mr. Woodin took an active part in that caucus? A. I have no recollection of Mr. Woodin saying anything in that caucus, and, indeed, I might say that in regard to almost any member, I cannot now bring up to my mind's eye the action of any individual member of the caucus; I remember the conversation there in the caucus between members of it and Mr. Greeley, but individual members I cannot bring up; I don't recollect now of seeing Mr. Woodin in the caucus, but I have no doubt he was there.

Q. You, in the caucus, listened to Mr. Greeley and one other gentleman who was there, and then did they vote to support the charter? A. These gentlemen then retired and then a vote was taken upon the proposition after further informal talk in the caucus.

Q. And it was agreed to support the election law and the charter? A. Yes, sir; that is my recollection of it.

By Senator WOODIN :

Q. Do you remember a caucus being held in this building (Congress Hall), over the dining room, in the rooms of some one of the Senators, prior to the caucus in the Senate chamber where that subject alone was considered? A. That thing was out of my mind; I remember very well that there was an informal consultation in somebody's room off in the north-west portion of this building, and whether all the republican Senators were there or not I do not know, but there was an informal gathering of republican Senators to talk over in regard to these two measures; I remember that now very well; I had forgotten it altogether.

Q. You did not remember the names of those gentlemen who were present? A. I did not, except Mr. Greeley, and now I cannot think of but one gentleman beside Mr. Greeley, and it seems to me that afterward that gentleman came out in a letter in some of the newspapers, stating that he approved of our position; I think if you refer to the papers, that you will find a letter of that kind.

Q. Do you remember that another consideration was another agreement on the part of the democrats to desist from any attempt from passing any law dispensing with the auditor of the canal department; whether that was also embraced in it; do you remember whether there was such a bill on your files? A. I have lost sight of that entirely.

Q. Do you remember there was also a proposition also pending to repeal the law which provided for the election of loan commissioners in the county of Onondaga? A. It strikes me that there was something of that kind, but I have forgotten about it; there was something in regard to it, but I have forgotten about it; my own idea about that matter was this, as I look back upon it now: there were three parties in the Senate, the republican, the democratic, and the young democracy—the young democracy holding the balance of power; the democrats, if necessary, as I looked upon it, could get the charter passed substantially as they wanted it in any event, but, in order to do that, they would have to, in some way, conciliate the young democracy; as I recollect it, they were desirous to punish the young democracy as rebels, and if they could get their charter in any way without conciliating them, they desired to do it, but, in case they could not get it without conciliating them, they would get it, and the republicans would get nothing; by taking this action the republicans would get an election law which they would not get in

any other way, and they would also not succeed in relieving the people of New York city from the effect of the charter; if we had the election law we would have something that would help us in the future in the elections of the State, so that we could have an honest election in the State thereafter, and if it was necessary then to modify or repeal or change the charter, we could do it, but it seemed to me as though it was vital to have the election law as a policy; that, it seems to me now, was the reason of my action at that time.

Q. It seemed to you, then, that you could only get the election law by going for the Tweed charter? A. That, it seems to me, was the only possibility of getting the election law, and if we did not get the election law in this way they would have the charter just the same, and we would have nothing.

By Senator BRADLEY:

Q. Do you remember that there was more than one election law bill before the Legislature of that winter for the city of New York?

A. I have no recollection of any other.

Q. Do you recollect that [the election law that passed was the one Mr. Greeley was in favor of? A. That was my idea as I recollect it now; we were to have the privilege of making that election law just as stringent as we were inclined to make it, as I understand it.

Q. Do you recollect that Mr. Waterbury, of New York, had one?

A. Yes, sir; it was a bill about an inch thick, and of corresponding size; I was before our committee.

Q. Do you recollect that the Waterbury bill was the one that Greeley wanted? A. I cannot say it was, but my impression would be, that was not the bill; the bill that finally passed corresponded with his idea.

Q. You did not pass the Waterbury bill? A. No, sir.

Q. Have you recently seen in the proceedings before this committee, a published letter from Mr. Greeley to Mr. Winslow, said to have been conveyed to Mr. Winslow by Waterbury? A. I did see that letter as published in the proceedings.

Q. I call your attention to that to see if that will refresh your recollection upon the subject of whether Mr. Greeley was in favor of the Waterbury bill or not? A. Well, sir, I don't recollect of having at that time the idea that Mr. Greeley was in favor of the Waterbury bill.

Q. Do you now recollect that he was in favor of the election bill

which did pass? A. My impression would be that Mr. Greeley would be in favor of a very stringent election law bill without having committed himself in favor of one as against the other; what he wanted was a stringent election law.

Q. Whose bill was this as it passed; in what manner was it designated? A. Well, sir, I don't remember the designation; don't remember that it had any designation; it would seem to me as though that bill was gotten up by some of the Senators, as though it was a stringent election law than any thing else.

Q. Is your recollection entirely distinct as to which election law Mr. Greeley preferred? A. It is not; my impression would be that he did not designate which; it seems to me that that bill of Mr. Waterbury's was introduced in the early part of the session, and referred to our committee a long time before any of these questions came up.

Q. Do you recollect the bill before that Legislature known as the New York city tax levy bill? A. I recollect there was such a bill, of course; had them every year.

Q. Do you recollect now that such a bill passed that Legislature of 1870? A. I have no recollection of any circumstance in connection with its passage; of course I know it did.

Q. Are you able to say whether it passed before or after the charter bill? A. I am not able to say; but as I am able to recollect the proceedings, I should say it was some little time afterward, as such bills usually pass toward the close of the session.

Q. Do you recollect whether any republican members of the Senate voted for that tax levy bill? A. I do not; I don't remember one way or the other.

Q. Do you recollect that that bill excited a good deal of interest in the Senate and outside of the Senate? A. Was the provision in regard to the board of audit in that bill? I ask because I don't know.

Q. I presume it was, but I have not examined the bill? A. My impression is that one of the evil results of that charter was obtained by some subsequent legislation; that there was some subsequent bill passed that gave point and significance to the charter that did not appear at the time of the passage of the charter in any way.

Q. I guess you were right about that? A. And where that was, whether it was in either of the tax levies or in some separate bill I don't know; it would seem to me it was in some separate bill; there

was some subsequent legislation which gave significance to the passage of the charter.

Q. Which gave great opportunity? A. Yes, sir; which gave point; it —

Q. Gave opportunity to those who had power, under the charter, to accomplish what was afterward accomplished? A. Yes, sir; and things that were not, at the time of the passage of the charter, thought of, at least by me.

Q. My inquiry was, whether you recollect whether any considerable interest was excited? A. Over that subsequent legislation wherever it was, whether in the tax levy or some separate bill — it seems to me it was in some separate bill — there was a good deal of interest over it.

Q. It was that bill I referred to? A. And there were some recriminations.

Q. That is the bill of which I inquire whether any of the republican Senators voted for it? A. I don't think any republican members of the Senate voted for that proposition, because I think the feeling was strong and pretty unanimous against that.

Q. You think the feeling was pretty strong against that? A. That is the way it seems to me now.

Q. Do you remember the evil that might grow out of that legislation in that bill, if it become a law, were appreciated by the members of that Senate? A. That would be my recollection of it.

Q. You now think it was opposed by the republican members of the Senate? A. That would be my idea; of course, it might be some other way, but it seems to me that the republicans almost — I think entirely — were against that measure, but the young democracy were then acting in harmony with the rest and they had the power.

Q. Is your recollection sufficient to enable you to say that no republicans voted for that in the Senate? A. I think no republican voted for that in the Senate, that board of audit measure; that is my recollection of it, that no republicans voted in favor of it; of course, if I could refer to the record, I could be more certain in regard to it.

Q. You say that there was during the progress of that bill through the Senate, considerable discussion and charges made in regard to the character of that bill, and the evils that might grow out of its passage? A. You refer to the last one?

Q. I refer to the last one, which I assume to be the tax-levy bill? A. That would be my idea of it; that would be my recollection of it.

Q. If you recollect any thing in reference to it, please state it ? A. I cannot do that ; all I do recollect is the general fact ; I know that I had the feeling that that measure, wherever it was and whatever it was, gave character to the charter, that the charter itself did not have in my mind, at the time it was passed.

Q. It was a vicious bill ? A. Yes, sir.

Q. That was charged in the Senate in the discussion of the bill ? A. That would be my idea, although I have no recollection of any particular Senator being on his feet and charging that ; still I don't think there can be any doubt about that.

Q. You recollect that Mr. Tweed was an advocate of that bill ? A. That would be my idea.

By Senator SCHOONMAKER :

Q. Where was the republican caucus held that was attended by Mr. Greeley ? A. The library room of the Senate chamber.

Q. You think that was held after the passage of the election law ? A. No, sir.

Q. Before ? A. Before ; but I think the matter had very nearly crystallized itself into shape by the time of that caucus.

Q. According to your recollection, did or did not Mr. Greeley exert a controlling influence over the action of the caucus, or the caucus over him, as the case may be ? A. As it seemed to me, after the conversation between him and the members of the caucus, as I recollect it now, my impressions were that he seemed to have a different view of our situation and gave more weight to the reasons of our action than at first, that his views changed somewhat during the session although I don't think he said to us even at the close that he would advise us to do that ; it seems to me that the other gentleman assented to our position ; we knew more about the matter than he did.

Q. Mr. Greeley's personal attendance produced no modification of the views of republican Senators ? A. I think not ; I think the points which he presented were taken up, the ground was gone over again and the decision was finally reached that it was the best policy to support the charter, provided we could get the election law through as we wanted it.

Q. You understand that he did not vary the action of the republican Senators ? A. In fact the republicans stood together on the measure, as I recollect it.

Q. He affected no change in their views? A. No; we all but one, I believe, voted for it.

Q. They all reached the conclusion to vote that way before the arrival of Mr. Greeley, as I understand it; is that your recollection?

A. The caucus had not come to a conclusion until after he was there.

Q. I must have misunderstood you? A. The caucus had taken no decisive action until after he was there, until after he and the other gentlemen went out; then the matter was canvassed still further, and I think the vote was then taken; I think there had been no vote taken before that.

Q. When was the caucus held at Congress Hall? A. It was not in the nature of a caucus at Congress Hall; it was more in the nature of a consultation; I don't know whether all the republican Senators were there or not; my impression would be that nearly all of them were there with the idea of having an informal consultation in regard to the matter; that was before the caucus in the Senate library.

Q. Was there a caucus in reference to the tax levy? A. I have no recollection of a caucus in regard to that; I think the feeling was unanimous without any caucus action; that would be my recollection about it.

Q. I understand you to say that your recollection is that Senator Winslow was an active and influential member of that Senate? A. I would not feel like saying any thing else; it was Senator Woodin's first winter there, and he did not assume to take an active part, as I have seen by the papers he has taken since.

By Senator WOODIN:

Q. Do you remember that in 1870 there was a great deal of excitement all through the State in regard to the subject-matter of sectarian appropriations? A. There was one year; it was in one of the years I was there.

Q. Do you remember that the Senate was flooded with petitions from all parts of the State for the repeal of the law? A. If that is the year, it is true; at almost every session some member would get up with a petition or petitions in relation to that matter of sectarian appropriations.

Q. Do you remember the republicans insisting upon the repeal of the provision in the former tax levy in regard to the sectarian appropriations for the city of New York? A. Yes, sir; if that was the year.

Q. Do you remember that in the tax levy of that year we insisted upon a provision being put in, and did put in a provision, repealing the former act or provision in a former supply bill on that subject?

A. If that was the year, that would be my recollection.

Q. Do you remember that, as a distinct proposition, there was any controversy in the Senate over the tax-levy bill? A. I don't think I recall the difficulties in connection with that tax levy; almost every year there was more or less controversy over the tax levy; I think during the session before there had been a contest over it, and my impression is that it was at the time when the clause of the sectarian appropriation was worked in through a conference committee; it was the year before that, I recollect, because I recollect the circumstances about the adjournment of the Senate; one or two of our members had deserted us, we thought.

Q. Do you remember that the next year there was a good deal of excitement in the Senate, in 1871, over the proposed legislation for the city of New York, in an attempt to repeal the registry law; it was about repealed; do you remember that? A. I remember the fact, and I remember the contest.

Q. Do you remember what we thought at the time, and the very elaborate speech you made on that question; do you remember that we had a good deal of excitement in the Senate, and accusing men of bad faith in failing to keep their contract? A. These things have gone out of my mind until you recall them.

Q. Do you remember of publicly arraigning Tweed for breaking faith with us? A. I remember that was my feeling; it would seem to me that was the same year of the passage of the charter; that is what I had in my mind in answering Mr. Bradley's question; that is what I had in my mind in response to Mr. Bradley's question.

Q. That was the year they repealed the registry law? A. That begins to come back to me.

Q. That was the year in which the Weed-Irving controversy happened in the House? A. Yes, sir.

Q. Do you remember that produced a good deal of excitement? A. I remember that very well; I guess that was the next year; I guess that was a charge of bad faith, or something of that kind; I don't remember of making a speech in the Senate; but I know that was my feeling.

Q. Is not that the occasion you refer to? A. That is what I had in my mind when I answered the questions of Mr. Bradley; it was that contest; and, as I recollect it now, it was the following year.

Q. Do you remember whether there was any legislation in 1871 that tended to amplify the powers conferred under the charter passed the year before, from which we all dissented?

A. It was after the passage of the charter there was some such measure, and the idea I had when I was answering Senator Bradley's questions in relation to that branch of it was, that it was the same winter of the passage of the charter, but as I think of it now it was the following year, and in connection with the repeal of the registry law.

Q. Do you remember the clause repealing the sectarian appropriation was put in the tax levy of 1870? A. I can't remember that.

Q: Do you remember that such a clause was put into some bills? A. Yes, sir.

Q. You remember that the republicans of the Senate were all intensely in favor of that proposition? A. I think, without exception, that is my recollection of it.

Q. Don't you remember that the election and registry law was drawn by republican Senators? A. That would be my recollection, that the election law was gotten up by some of the republican Senators.

Q. You don't remember that it was made a condition precedent to our voting for the charter that the election law should pass first? A. And to go to the Governor and be signed before the charter passed.

Q. That was the fact? A. That was the fact, as I recollect it.

The committee hereupon adjourned subject to the call of the chairman.

CONGRESS HALL, ALBANY, *April* 30, 1877.

The committee met pursuant to adjournment.

DARIUS R. MANGAM, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

Q. Where do you reside, Mr. Mangam? A. New York city, sir.

Q. What is your business in New York city? A. I am president of the National Trust Company.

Q. How long have you been in that position? A. Since its organization in 1867.

Q. Do you know Norris Winslow? A. I do.

Q. How long? A. Well, he was one of the original subscribers to the National Trust Company; I have known him since that, and in fact prior, but how long before I can't tell.

Q. Has he at any time had any account with the National Trust Company? A. He has, sir.

Q. Have you a statement of the account? A. I have part of a statement, that is, a statement of a portion of the time that comes within the limits required by this committee.

Q. What period does that statement include? A. It is in 1870, from June, or in June.

Q. Did he have any account prior to June in that year? A. He had, sir; Mr. Winslow has, I think, always kept an account with the National Trust Company, as Mr. Winslow, banker, up to the time that his private bank was transferred into an incorporation.

Q. Can you give us a statement of his account from the commencement of the year 1870? A. I can't, now; I can by reference to the books; I can tell you all about Mr. Winslow's private account as an individual.

Q. He had two accounts, did he? A. He had an account as Mr. Winslow, banker, up to the time that the bank was transferred to an incorporation; then we kept an account with the Merchants' Bank of Watertown, and Mr. Winslow had then a private account.

Q. Had he a private account up to the time of the transfer of the assets of the previous bank? A. No, sir; only the one account.

Q. Have you the account that he kept up to the time of the organization of the bank? A. I have it, not with me.

Q. When was it that bank was organized? A. I couldn't tell you, sir.

Q. Can you tell the year? A. Probably in the early part of 1870.

Q. Was it earlier than May, 1870, think? A. I couldn't answer that, sir; I judge that it was early in 1870, for the reason that we made a loan on some bank stock, and, of course, we could not have received —

Q. [Interrupting.] What I desired to know was, whether you knew the situation of the account, as banker, of Mr. Winslow at the time this other bank was organized? A. I can only give a general statement of it; deposits were made by Mr. Winslow, as banker, and drafts drawn against the accounts as he had occasion to use the money, but I think no very large amount; amounts varying, perhaps — I don't know as there was ever an amount as high as \$10,000; there might have been.

Q. That account continued in his private account after the bank

was organized? A. No, sir; the banker account was closed and the new bank opened an account with us as the Merchants' Bank of Watertown.

Q. What disposition was made of his account, as banker, when the new bank was organized? A. Was closed.

Q. What do you mean by that? A. Just a check drawn against the little balance there.

Q. Recollect whether the balance was small or large? A. I don't know.

Q. You have then a statement of the account of Mr. Winslow after this bank was organized? A. Yes.

Q. From the time it was organized? A. Probably about that time.

Q. Well, that you are not able to state? A. The first credit in Mr. Winslow's private account was June two, according to our books; that was a credit of \$2,675.

Q. How was that credit produced? A. That credit was a deposit made by myself to his credit.

Q. Will you state what made up the amount? A. Yes, sir; endeavoring to get this exactly, as it was, I find in my private letter-book this letter, written to Mr. Winslow: "I have sold the twenty-five shares of National Trust Company's stock, which is to be paid for on the first proximo, and will credit the amount to your account;" that letter is dated May 27, 1870.

Q. What is the date of the credit? A. June two.

Q. Now, what do you say made up the amount of that credit? A. I mean to say it was the sale of twenty-five shares of National Trust Company at 107, which just produced it.

Q. How much stock did he have at that time of this National Trust Company? A. I think he had about 150 shares; I won't be positive, but he had 150 shares of our stock.

Q. When did he become the owner of that stock? A. Well, I think from the commencement; from the formation of the institution.

Q. From the time of the organization he became the owner? A. Yes; I think, if my memory serves me correctly, Mr. Winslow took 100 shares of the stock to start with; I won't be positive; afterward, to make up the entire capital, the directors subscribed additional, and I think he took his proportion of it.

Q. Did he afterward purchase any more stock? A. I don't know that he did.

Q. When did you find the first credit made to him? A. Is on the fourteenth of June.

Q. What is that credit? A. Twenty thousand dollars.

Q. What produced that credit? A. That was the result of a loan that I made to J. E. Winslow of \$20,000.

Q. You understood who J. E. Winslow was at the time? A. I supposed at the time it was Mr. Winslow's brother; I now understand it is Mr. Winslow's wife.

Q. Is there any reason why he should not make that loan in his own name? A. Yes; as president of the National Trust Company I can't loan to a director.

Q. Was Mr. Winslow a director? A. Yes, sir.

Q. Have you the drafts he drew upon this credit — a statement of them? A. I have the check we paid to J. E. Winslow for the loan made.

Q. That is the time it was made? A. That is the time the loan was made, June eleven.

Q. He drew upon this deposit subsequently, I suppose? A. Let me state that as it is; the check was given to J. E. Winslow on June eleven, and on the fourteenth that check was indorsed by J. E. Winslow, and deposited to the credit of N. Winslow on the fourteenth of June; on the same day a check of \$10,000 was drawn against that deposit, and on the seventeenth another check of \$10,000; these checks came to us through the Merchants' Bank of Watertown, and the proceeds passed to their credit.

Q. On your books of the National Trust Company? A. Yes; books of the National Trust Company.

Q. Any other credits? A. Don't seem to be any other.

Q. Now, have you any recollection of any items of the account of Mr. Winslow, banker, before this new bank was organized in that year, 1870? A. I have none, sir; there are some, but I have none here; I could have learned it if I thought it was necessary, and brought a statement of the whole transaction.

Q. Up to that time he had been a private banker at Watertown? A. Yes.

Q. And the only account he kept was an account as banker? A. That is it.

Q. Do you recollect whether any large amounts were credited to him as banker that year, before the organization? A. I think there are no large amounts, sir; I should say from memory that never an

amount as large as \$10,000; I am not positive about it, but I should say that.

Q. Now have you made a statement of all the account Mr. Winslow had with the National Trust Company, from the first of June during the year 1870? A. I have, sir.

Q. Has he continued an account since 1870, in this company? A. He has; there is, I think, a very small amount due him now.

Q. This amount was credited to the Bank of Watertown; this \$20,000, do you recollect how it was drawn? A. I do not, sir; probably Mr. Winslow's checks on us; but those, of course, would be returned as vouchers to the bank on their making up their monthly statements.

Q. Does that bank keep their New York city account with you? A. Yes, they do yet.

By Senator SPRAGUE:

Q. How did you come to make up this account to the first of June? A. Because the subpoena from this committee desired it for those three months.

By Senator CARPENTER:

Q. From the first of March to the first of July? A. Yes; that is all there is.

Q. Have you made up your account from the first of March? A. Yes; it is made up from the months called for by the committee; that is the first credit to Mr. Winslow; this credit of June second is the first credit to Mr. Winslow, personally.

Q. But he had an account as banker prior to that time? A. Yes.

Q. And that account ran back how far? A. Since the organization of the institution; I think he always kept an account with us from the time we commenced the business.

Q. During the months of March, April and May, 1870, can you give a general idea of those amounts? A. I cannot from memory; I took no account of it.

By Senator BRADLEY:

Q. Was there an account of Mr. Winslow, banker, kept during the months of March, April and May? A. Yes.

Q. Credits during that period to Mr. Winslow, banker? A. I presume so; it was kept Winslow, banker, up to the time —

Q. [Interrupting.] Didn't you understand that was his individual account? A. Certainly; because he owned the whole bank.

Q. Why didn't you give us a statement including those months under the subpoena? A. I don't know that there is any thing there under those months.

By Senator SPRAGUE:

Q. Will you send us a written account of his statement as banker during March, April and May? A. Yes, sir; if the bank was transferred to an incorporated bank, of course there is no account there.

Q. Did you know any thing about the reason Mr. Winslow had for the money, this amount of \$20,000? A. I know of no reason whatever.

Q. He gave none? A. No.

By Mr. SPRIGGS:

Q. Was the account, prior to the private account of June second, in the name of Mr. Winslow, banker, or the Merchants' Bank of Watertown? A. Merchants' Bank.

Q. You spoke of Mr. Winslow, banker, but it appeared as the Merchants' Bank? A. Merchants' Bank.

Q. So, whatever account there was prior to June second was kept in the name of Merchants' Bank? A. Yes.

Q. And you have not that account here? A. I have not, sir; we keep an account yet with the Merchants' Bank.

By Senator BRADLEY:

Q. Do I understand the bank account appeared prior to the organization of this new bank of Watertown? A. The account was kept, Merchants' Bank, owned by Mr. Winslow, banker; he calls his bank the Merchants' Bank.

By Senator CARPENTER:

Q. Whether it is Norris Winslow, banker, or Merchants' Bank, send us a statement of it from the first of January to the first of June? A. Yes; will you have it sworn to or in the shape of a letter?

Mr. CARPENTER — You may send it as a portion of your statement here under oath.

GEORGE N. KENNEDY sworn:

Q. Where do you reside, Mr. Kennedy? A. Syracuse.

Q. Were you formerly a Senator of this State from the Twenty-second district? A. I was.

Q. During what years? A. I entered the Senate on the 1st of January, 1868, and left it on the 1st of January, 1872.

Q. In the session of 1870 were you acquainted with William M. Tweed? A. I was.

Q. Senator William B. Woodin? A. Yes.

Q. Norris Winslow? A. Yes.

Q. And all the members present at that session? A. Yes.

Q. In order to expedite matters you had better state systematically the history of the legislation that winter; therefore I ask you to give, as full and comprehensively as you can, the history of the legislation during 1870 upon any proposed charter or all proposed charters for the city of New York, and the election law which was passed that winter, and also state the history of the action of the republicans, and democrats also, if you choose, in reference to it, and of any republican caucus that was held that winter in regard to proposed legislation for the city of New York? A. From the organization of the Senate in 1870, in making up the committee on municipal affairs, to which committee most of the New York bills were referred, which was made up of four democrats and one republican, I had the honor to be the minority member of that committee.

Q. You were the republican? A. I was the only republican upon it; the other members of the committee, my recollection is, consisted of Mr. Tweed, chairman, Senator Lord from the Monroe district, Banks from the Albany district, and Creamer from the sixth district, I think, of New York; very soon after the organization of the Senate and the commencement of that session, the precise time I can't state now, it was developed there was a division in the democratic party, apparently in the city of New York, one part of it represented by what was called the young democracy, and the other the Tammany organization of that city; the contest between these factions was apparently getting quite severe, and in the early part of the session there was introduced in the Senate—I am now speaking from recollection; I haven't had an opportunity to refer to the journals as thoroughly as I might—in the early part of that session there was introduced into the Senate a bill characterized as a new charter for the city of New York, which was then known, and has been since, as the Huckleberry charter; that bill, when introduced, was referred to the appropriate committee, I see from the journals of the Senate; my

recollection is that about that time a motion was made by me in the Senate that that bill be printed for the use of the members of the Senate, and for their examination; of course it was to be expected that such a motion as that would not be adopted without opposition. I see it was followed by a motion to refer it to the printing committee, and my recollection would be that that was about the end of the charter in the Senate; my recollection is, in reference to the progress of the legislation, that there was a good deal of vacillation among the gentlemen representing the young democracy, as it was called, and their changes were frequent, and, in many respects, questionable; it was attempted, I think, on the part of the republican members of the Senate, the republicans being in the minority, to use that spirit in New York for the benefit of the city of New York, but I think that attempt was quite unavailing; my recollection is that republican members of the Senate were unable to use the power of the young democracy; during the time that contest was going on, there was introduced by Mr. Tweed himself, I think, in the Senate, a bill providing for the government of the city of New York, which has been popularly known since as the new charter; that bill was referred to the committee on municipal affairs.

That is also spoken of as the Tweed charter? A. Yes, the Tweed charter; after an appropriate time it was reported from the committee to the Senate; while it was pending in the Senate, the members of the Senate were in consultation with the representatives of the republican party, and with several organizations of the city of New York, looking to an amendment of the affairs in the city; among the rest, and prominent in that representation, was Horace Greeley, at that time editor of the New York Tribune; when the charter was in the Senate, and growing out of the statements from the representatives of New York city, a caucus was held of the republican members of the Senate, and my recollection is that that caucus was attended by all the republican members, and I think Mr. Greeley was present at the caucus; I may be mistaken in that; if he was not present, he was in the city of Albany at the time; there was great complaint in the city of New York in reference to frauds committed in the elective franchise, and the details of those frauds consisted of fraudulent registering, fraudulent voting, fraudulent counting on the part of the registrars and fraudulent certificates; Mr. Greeley seemed very much devoted to a purification of the elective franchise, and applicable to the city of New York, and my recollection would

that an election bill was prepared and sent here with that view; in the consultations which were had between the republicans and the representatives of New York, especially Mr. Greeley, it was stated that it was a question of paramount importance to that city that there should be some stringent election law passed, to the end that the frauds which had been perpetrated might be prevented, if it were possible; whether I drew the whole of this election law or not at this time I can't say, but the penal portions of the law of 1870 I prepared myself under the suggestions of gentlemen from that city; upon consultation with the democratic members of the Senate and the representatives of the reform element of the city of New York, there was an arrangement made that an election law, such as might be prepared and containing measures as stringent as the ingenuity of any member could frame, should be passed, Tammany claiming that they were in favor of the purification of the election law, as well as the republicans of the city of New York; under that arrangement the election law was prepared; it was introduced and passed both branches of the Legislature, and was signed by Governor Hoffman before any action was taken in Senate upon the final passage of the charter, and had become a law; reference to the Session Laws will show that the two laws are stated to have been passed on the same day, the fifth of April, but the passage of the election law preceded the passage of the charter; in the caucus which I have referred to, it was resolved that upon the passage of the election law that the republican members of the Senate would consent to the passage of the charter; repeating what I have said, the election law was passed and signed by Governor Hoffman; I took the bill myself to the executive chamber, instead of sending it down by a messenger, and it was signed by Governor Hoffman, and it became a law before a final action was had in the Senate on the charter; subsequently, I may say, I may not be correct about that, but I may say, from recollection, that the election and the charter, together with some other unimportant bill, was made a special order, for the same time; and after the passage of the election law the charter came up, and after a third reading in the Senate was passed by the united vote of the democrats and the republicans, with the exception, I believe, of two gentlemen, Mr. Genet, who represented the young democracy of New York, and Mr. Thayer, who represented the Brooklyn district; I understood at that time, in conversation with Mr. Greeley and with others from the city of New York, that while there were some features in

ne charter which did not commend themselves to the favorable consideration of those gentlemen, yet they regarded the charter whole to be secondary in importance to the election law, and action in regard to the charter, as I presume the action of my colleagues in the Senate, was influenced in a great degree by the discussion expressed on the part of those gentlemen from that city; I think it will be observed on reading that charter that the radical principles are, that it unites responsibility and power in one head, which I think may be regarded as the true principal of municipal government in this country; after that charter passed, and in the session of 1870 there were some radical amendments passed to the charter; previous to that time the tax levy of the city of New York came to the Legislature and was passed by it; the tax levy was based upon estimates of the expenses of the government of the city of New York, made by the proper officials of that city, and in the main by the comptroller sent here with a view to aid the Legislature in determining what the city of New York required for the ensuing year; in other words, it was as the budget for the city in 1871; the amendment to the charter which was passed provided that the estimates for the expenses of the city of New York should be made by the heads of the departments which were created by the new charter; those gentlemen, I think, consisted of the mayor, the commissioner of public works, and under the new charter, was Mr. Tweed, the commissioner of police, and under the new charter, was Mr. Sweeney, and some other department, I don't recall now what it was; that commission consisting of the heads of the departments, were authorized to make the budget for the year for the city of New York, and that was returned to the board of supervisors, and the board of supervisors was authorized to make their levies upon that budget, and thereby taking away from the city of Albany the annual expenses of the city of New York, which included all the moneys that were raised for any purpose whatever; the fact of that was, of course, to place the whole financial power of the city of New York in the hands of those departments; I don't think of any thing else.

Q. What was your opinion of that charter as to its being good legislation or bad legislation for the city of New York? A. Characteristic of 1870?

Q. Yes? A. I regard the charter of 1870, in its principles, to contain many valuable features; it was understood by me that it was a charter drawn by Judge Edmunds; I think I understood Ju

Edmunds was the man who drew the charter; the underlying principle of it was to center in the mayor the power and responsibility for the government of the city of New York, instead of dividing it up among the different heads of the departments; the objection to the charter which was urged to my recollection, was that the appointees of the mayor under that charter continued for a longer period than the mayor himself; that they exceeded his term; I may be mistaken about that, but that was one of the objections which was urged against it; the difficulty, in my judgment, was in selecting the men to carry it into execution rather than in the feature of the charter itself.

Q. During the session of 1870, and subsequent to the passage of the charter, was there any bill passed modifying or extending the powers given by that charter? A. I don't think there was; my recollection would be there was not during the session of 1870; there was during the session of 1871.

Q. In your opinion was it possible to secure the passage of the election law without the vote of the republicans of the Senate being given to the charter? A. I don't think it could have been done.

Q. Was that the reason why they supported the charter? A. That was the reason why I supported it.

Q. Was that the reason assigned by others? A. In the caucus that was the reason assigned for supporting the charter by the republican members of the Senate; I will say, in regard to Mr. Greeley, that while he objected to some features of the charter, he regarded it as secondary to the election law.

Q. Do you remember, as matter of fact, whether Mr. Greeley favored the election law that was passed? A. He did, I think; he was very strongly in favor of it.

Q. Do you remember whether there was a proposed election law brought up from New York by Judge Waterbury or some other person? A. My recollection would be there was a long, detailed election law, said to have been drawn by Mr. Waterbury, sent to Albany, and I am not certain that the election law, which passed, did not contain some portions of that law, except the penal portions of it, which were added by myself.

Q. Do you know of any money having been paid or promised, or any improper influence having been used, to influence the vote of any Senator upon that charter or any other measure for the city of New York? A. I do not.

Q. If you know of any circumstance or fact that would cause suspicion in regard to the action of any Senator in reference to it, please state what it was, if you know of any? A. There was nothing came under my observation that would indicate any thing of that kind, while I was a member of the Committee on Municipal Affairs with Mr. Tweed; I was not very frequently in his rooms; during the sessions my meetings with him were in the main, in the committee, but I don't now recollect seeing or meeting any of my associate republican Senators at Mr. Tweed's room during the pendency of the charter.

Q. That was Mr. Woodin's first term in the Senate? A. Yes; Mr. Woodin was a new member of the Senate; came in January 1st, 1870.

Q. Did he take an active part in the discussions of the Senate that year? A. I think he took a prominent part in the legislative duties of a Senator for a new member; my recollection is, he occupied a very enviable position in the Senate.

Q. Do you remember whether he made many speeches or few speeches? A. I don't think he was very talkative; I remember his making one or two speeches; I remember his making one not on any question in reference to the city of New York, but general question of legislation, after a month or two of the convening of the Legislature.

Q. Do you remember whether he was present at the caucus? A. My recollection is, that caucus was fully attended by the republican members.

Q. Do you remember whether he took an active part in reference to the charter bill? A. I don't remember; I don't remember who was the chairman of the caucus, but I think I remember the caucus was fully attended so far as the republicans were concerned.

Q. If you can call to mind any fact or circumstance that would indicate that Senator Woodin was influenced by improper motives in respect to the bill, I wish you would state it? A. I can recollect no such motives; personally, I should be very much surprised if any such existed.

Q. Did Senator Winslow take an active part in the advocacy or opposition of bills? A. My idea of Senator Winslow during that session was, that he was a quiet member of the Senate; he was not given to speech-making; my impression would be that he attended the Senate, and attended the ordinary routine of his duty, taking no prominent part in the legislation.

Q. Do you remember whether he took a very active part in reference to the charter? A. I don't remember now of meeting him in consultation with representatives from New York city on that question at all.

Q. Did Senator Woodin attend the meetings of the committee on cities much during the winter? A. I don't remember of his being present at a meeting.

Q. Where did you meet? A. The Committee on Municipal Affairs met; I think there was a small room that was used as a committee room, off from Mr. Tweed's room, at the Delavan; I think we occupied one of the committee rooms at the Capitol, but those rooms were appropriated for other purposes; and I think the committee mainly met at the Delavan after that; I don't remember Senator Woodin's being before that committee; if he was, it was upon some local matters in reference to his own city or his own district; all the bills in reference to municipal government came before that committee.

By Senator SCHOONMAKER:

Q. The Tweed charter, so called, I believe first passed the Assembly, did it not? A. I can't say; I don't remember; I think that charter was introduced in the Assembly; but whether it passed there before it came to the Senate, or was introduced into both branches of the Legislature, I can't say.

Q. Do you remember it was an act entitled to organize the local government of the city of New York? A. I think it was; I think that is the title of the bill as it passed.

Q. By the Senate journal, it appears that the bill under that title was considered in the Senate on the 4th of April, 1870; does that correspond to your recollection? A. It very likely passed the Senate, as my recollection is not distinct.

Q. By the journal it appears as follows, under the fourteenth of April: "Mr. Tweed, from the Committee on Municipal Affairs, to which was referred the Assembly bill entitled 'An act to reorganize the local government of the city of New York,' report in favor of the passage of the same, and the said bill was committed to a committee of the whole. Mr. Tweed moved that the said bill be made a special order for to-morrow morning, immediately after the reading of the charter." Does that correspond to your recollection? A. I think it was made a special order, and the election law was made a special order at the same time.

Q. "Mr. Kennedy moved also to include the Assembly bill entitled 'An act in relation to the elections in the city and county of New York,' " is that yours? A. Yea.

Q. "Also in respect to the election of militia and town officers, and said bills to be preferred in said special order?" A. Yes; the two bills were preferred to the charter.

Q. Your motion was agreed to? A. Yes; the election law was given preference in the special order, and, as I said, was passed before the charter.

Q. I will come to that in a moment; your recollection corresponds to the statement of the journal? A. Yes, in substance.

Q. On the fifth of April, the next day, it appears by the journal, as follows: "The Senate resolved itself into a committee of the whole, and proceeded to the consideration of the special order of the day, which was the election law, and the following bills entitled as follows: 'An act in relation to the elections in the city and county of New York;' 'An act respecting elections of town officers, as well as militia and town officers;' 'An act to reorganize the local government of the city of New York.' After some time spent therein, the President resumed the chair, and Mr. Lewis reported in favor of the passage of the first-named bill," etc. That is the election bill? A. Yes; if the election law passed the Assembly first, and received those radical amendments in the Senate that were spoken of.

Q. Then the election law was put upon its passage on the same day; you look at the journal and you will find it had the unanimous vote of the Senate [showing journal]; does it appear there that thirty-two votes in favor of the election law? A. Thirty-two votes were cast in favor of the election law.

Q. By the journal, it appears that the Senate then took adjournment until four o'clock; in its afternoon session, the Senate having convened at four o'clock, the journal shows that the other bill to reorganize the local government of the city of New York was put upon its final passage, and was passed the same day? A. Reference to the Assembly journal will show, doubtless, that the election law, after it passed the Senate, went to the Assembly for concurrence, and that amendments were concurred in immediately.

Q. By the journal it appears, "the President put the question whether the Senate would agree to the final passage of said bill [the charter], and it was decided in the affirmative," giving the affirmative, as you have stated, except two, *i. e.*, on the same day? A. Yes; on the same day as the election law was passed, and after the election law had been passed by the Governor.

Q. My question is, it was the same day as that according to your recollection? A. I should not set my recollection up against the journal; my recollection is both bills passed the same day.

Q. Is it your recollection that they were both signed the same day? A. I don't know any thing about the signing of the charter.

Q. On what day did the Governor approve these bills? A. The Governor approved the election law on the day of its passage; the session law shows that it was the fifth; it appears to have been filed in the Secretary of State's office the same day.

Q. While the passage of the election law was first in order, they were both passed, and both became laws on the same day? A. So it appears from the Session Laws; my recollection is, they both passed the same day; the charter passed after the election law was signed, but on the same day.

Q. The Tweed party conceded the election law to the republican members as a concession? A. Well, perhaps not quite that; I intended to state that the election law was regarded a vital measure by the republicans, and that the democrats assented to it.

Q. Did you understand that they assented to the passage of it as a concession to the republican members? A. I don't think they regarded it so; I think they were as much in favor of a stringent law as the republicans.

Q. Then, as a matter of fact, it was as much a democratic measure as a republican measure? A. Upon the fact it was.

Q. Do you recollect how soon after the passage of the two bills referred to, the tax levy was passed for that year? A. Well, I should say the tax levy was not passed until the extreme close of the session; my recollection in regard to the tax levies of the city of New York for 1869 and 1870 is that they were the subject of a severe and lengthy contest between the democratic representatives and the republicans of the Senate, and that both years they were passed at the very close of the Senate.

Q. Look at the journal, and give the date of the passage of the tax levy? A. The journal of the Senate shows that the third reading of the bill entitled "An act to make further provision for the government of the city of New York," passed the Senate April twenty-two.

Q. Will you give the title of the tax levy so the stenographer can take it? A. "An act to make further provision for the government of the city of New York."

Q. Those acts were passed the twenty-second day of April? A. That is not in accordance with my recollection.

Q. How did the vote of the Senate stand on the passage of the tax levy? A. The journal shows there were twenty-four affirmative votes and eight negative votes.

Q. Were the negative votes republican or democratic votes? A. They were all republican.

Q. Who were they? A. Messrs. Brand, Chapman, Harpending, Elwood, Kennedy, Parker, Thayer and Winslow.

Q. Senator Woodin voted on the passage of that bill? A. He appears recorded in the affirmative.

Q. Who were the republicans who voted in the affirmative? A. Lewis, Mynear, Wood, Woodin, Scott, Bowen, from the Niagara district; I think those were the only ones.

Q. Six in number? A. Yes.

By Senator SPRAGUE:

Q. How did Mr. Winslow vote? A. Mr. Winslow voted in the negative.

Q. Were those two bills, the act in support of the city government and the county government, voted on separately? A. Yes.

Q. Were the votes the same upon both bills? A. No; the affirmative vote upon that, in reference to the county of New York, stood twenty-five, negative seven.

Q. The one to which you did refer was in support of the city government? A. Yes.

Q. On the vote upon the other bill in support of the county bill, it was twenty-five to seven. A. Yes.

Q. Who were the Senators who voted in the negative? A. Chapman, Elwood, Kennedy, Harpending, Parker, Thayer, and Winslow.

Q. What Senator voted in the affirmative that did not vote for the affirmative on the other bill? A. Senator Brand, I think; I think he was from the Oswego district.

Q. You voted against both bills, as it appears? A. It appears so, sir.

Q. Do you recollect now for what reason you voted against those bills? A. No, sir; I do not; I assume they did not commend themselves to my judgment at the time.

Q. You recollect no specific reason? A. No.

Q. Can you recollect whether or not those bills contained matters of legislation in addition to the appropriate provisions of the bill?

A. I have no distinct recollection ; I presume they did ; every tax levy from New York had incorporated in it different provisions in regard to that city.

Q. Do you now recollect any objectionable matter of legislation contained in those bills ? A. No.

Q. Do you remember the bill for the support of the city government contained provisions for enlarging and amplifying the provisions of the charter which had already passed ? A. I am unable to state that without an examination of the bill itself.

Q. Do you remember whether or not there was any discussion upon those bills ? A. I don't recollect ; very likely there was, but I don't recollect it now.

Q. Do you remember whether there was any caucus action by the republican Senators in reference to those bills ? A. My answer to that would be, with reference to the New York city tax levies there were frequent caucuses of the republican members, but whether in reference to this particular levy or not I can't speak.

By Senator BRADLEY :

Q. Do you recollect now any features in the tax-levy bill that were objectionable to you ? A. It would be impossible for me to state ; I know one very prominent objection to the tax levy of the city of New York was an appropriation made for sectarian schools ; that was always incorporated in it.

Q. Do you recollect, Mr. Kennedy, that there were any provisions in that tax levy bill of 1870, relating to the board of audit of the city of New York. A. No, sir, I do not ; I do not recollect any of the details of that tax levy ; I could only refresh my recollection by an examination of the bill itself.

Q. Do you recollect that the bill was the subject of considerable discussion in the Senate for that year ? A. Without separating this from other tax levies for the city of New York, I should say it was ; I should say they were all the subject of much discussion in the Senate.

Q. Do you recollect that there were features in this bill that vested powers of audit in certain officials of the city of New York, that were regarded as objectionable in view of the power under the charter ? A. It is impossible for me to state any of the details of that bill at this time.

Q. Do you recollect now any reason which was given by the republican members for supporting it ? A. No, sir ; I do not.

Q. Your recollection is not very distinct? A. Not in reference to the details of the bill; there was a fierce contest in the Senate on the tax levies in regard to the cities, it being regarded by members of the republican party that they contained many objectionable items.

Q. Are you now confident that this charter, which was known as the Tweed charter and passed, was drawn by Judge Edmunds? A. I have no knowledge about it; I only speak from rumor at the time.

Q. Do you recollect there was a charter drawn by Judge Edmunds which was discarded by Tweed and his friends? A. My recollection now is that rumor assigned to Judge Edmunds the paternity of this charter which was passed; I may be mistaken.

Q. Do you understand that Mr. Greeley expressed himself in favor of the passage of this charter before the caucus referred to? A. My recollection is that Mr. Greeley had objections to some provisions of the charter, but its passage he made secondary to the election law.

Q. Do you recollect that Mr. Greeley favored the passage of any particular election law? A. I think he favored the passage of the one that was passed as amended.

Q. Wasn't he in favor of the passage of what is known as the Waterbury bill? A. My recollection is indistinct in regard to that Waterbury election law, and my general recollection is that an election law was sent here said to have been drawn by Mr. Waterbury, and my recollection would be that the law that was passed contained many of the provisions of that bill.

Q. Do you recollect of understanding at the time that Mr. Waterbury came here with the approbation of Mr. Greeley, with the approval of Mr. Greeley, and represented, or claiming to represent, the views of Mr. Greeley on that subject? A. No, sir; my recollection on that subject is not at all distinct.

Q. Did you have or receive any letter from Mr. Greeley? A. No, sir, not to my recollection; I don't recollect any now; my communications with Mr. Greeley were oral here at Albany.

Q. You had a personal interview with him on the subject? A. Yes, sir; I saw him on several occasions.

Q. You spoke on the subject of the election law? A. On the subject of the election law and the charter, too.

Q. Were the provisions of any particular law considered and talked of by him in any personal interview with you? A. The provisions which were the most urged by him were the penal provisions in regard to frauds.

you recollect whether, at any time when the election law was under consideration, there were any provisions that the democrats in the Senate objected to? A. I can't say that I have any recollection upon that subject.

you understand that there was at any time any opposition in the Senate on the part of the democrats to the election law when it was introduced in the Senate? A. I don't recollect any opposition to the election law.

you don't understand, then, there was any necessity for any arrangement with the democrats to give the republican vote in favor of the election law and get the election law passed? A. My understanding of the general impression at that time was that an election law of the character of the one that was passed could not have been passed without the concurrence of the democratic members from New York city.

your inquiry was, whether you understood there was at any time any opposition to the election law by the democrats of the Senate? I could say, in answer to that, that opposition was feared; whether it was expressed or not I am unable to state at this time.

by whom was the election law bill introduced? A. There was an election law introduced, as appears from the journal of the Senate, on the 21st of March, a law, entitled "An act to prevent fraudulent voting and to secure the right of legal voters;" the journal seems to show that it was introduced and referred; does not seem to have been acted upon afterward.

and you state when that was introduced? A. On the thirtieth of March; the journal of the Senate shows the disposition made by the Senate as a reference to a committee, but there was no action by the committee upon it.

you don't recollect what bill that was; whether or not it was the election law bill? A. No, sir; I do not.

you are not able to learn? A. The Assembly seems, on the second day of March, to have sent to the Senate, among other bills, "An act in relation to the elections in the city and county of New York," which was referred to the committee on municipal affairs; that was done on the second day of March, and on the first day of April the journal of the Senate shows that the committee on municipal affairs in the Senate reported upon that bill with amendments.

what was the composition of that committee, democrats, four; and republicans, one? A. Then the journal shows that, as has already been read, that

that bill, as amended from the committee on municipal affairs, made a special order with the charter for April fourth.

Q. That is the bill that passed? A. Yes; the bill I assure you passed.

Q. Were there any amendments made after the report of the committee? A. I can't say what was done in the committee as a whole.

Q. The journal would show that? A. Not necessarily that.

Q. Do you recollect that any arrangement was made with the Democrats of the Senate in reference to the passage of this law? A. I think I can say very definitely that I had conversed upon that subject with Mr. Tweed himself.

Q. Did you state the day when that report was made by the committee? A. I did not state it.

Q. Do you recollect of seeing a letter written by Horace Greeley to Mr. Winslow? A. I don't remember it; I remember of having seen such a letter.

Q. A letter which was sent by Mr. Winslow to Mr. Greeley through Judge Waterbury, conveyed by Judge Waterbury? A. I remember to have seen the letter now.

Q. In which reference was made to this subject of an election law? A. I remember to have heard of such a letter having been received by Mr. Winslow, but I don't remember of ever seeing it.

Q. There is a copy of the letter, Mr. Kennedy; you may look at it if you please? [Showing the letter.] A. I have read the letter.

Q. The letter bears date March 27, 1870, and reads as follows:

"DEAR SIR—It is indispensable that, out of the present session of the Legislature, we get an honest election law. That is our duty, and we must not fail to secure it. The bearer, Judge Waterbury, is a Democrat of the anti-Tweed stamp, who can indicate the amendments which are needed. I pray you hear and heed him.

"Yours.

"HORACE GREELEY."

"Hon. N. WINSLOW, SENATE, Albany."

Now, do you recollect of ever seeing that the charter bill introduced by Mr. Genet was the Waterbury bill? A. No, sir, I don't say who was the author of that charter.

Q. Election law, I mean? A. No, sir, I don't recollect; I don't say that the election law which was passed was, as I have said before, substantially Mr. Waterbury's election law, but I have

recollection myself of framing any portion of that law except the penal portions of it, which were added to it; but it was drawn by some one outside of myself; the main law itself.

Q. Was there any caucus of the republicans upon the subject of those tax levies bill in 1870? A. I think I have answered; I can't speak definitely in reference to the tax levy of 1870; generally, there were caucuses by republican members of the Senate upon the New York tax levies.

Q. This tax-levy bill was made up of the estimates to be raised in the city of New York for the then next year? A. Yes, sir; it was the budget for the fiscal year.

Q. And in the tax-levy bill there were some provisions in respect to the powers and exercises of the audit, were there not? A. Speaking generally in reference to the tax levies of the city of New York, there was always incorporated in it special legislation in regard to different departments of the city of New York.

Q. Do you recollect that in this tax levy bill of 1870 enlarged powers were invested in the heads of the departments of the city of New York? A. No; I don't recollect the details of the tax levy of 1870.

Q. And don't recollect there were enlarged powers vested in reference to the tax levy and the audit? A. I don't know; I don't recollect the details of that law; I remember the tax levy of 1869 made a very vivid impression upon my mind; I think we were in contest over that night and day for several days before its passage.

Q. Do you recollect of understanding that Mr. Tweed was much interested in this tax-levy bill? A. I think he was always very much interested in all of them.

Q. Any thing in reference to this of 1870? A. Not particularly this of 1870.

Q. Do you recollect that any influences were applied to support this tax-levy bill of 1870? A. No, sir; I do not.

Q. Do you understand that money was used? A. I do not.

Q. Any consideration whatever to get votes in support of the tax-levy bill of 1870? A. I don't know.

By Senator SPRAGUE :

Q. I understand you to say that Mr. Greeley was urgent to have some stringent penal provisions put in this election law? A. Yes.

Q. Were those provisions contained in the Waterbury law as it

was drawn by Judge Waterbury? A. My recollection would be that the files of the Senate and Assembly will show that Waterbury's bill was compared with the law passed; that bill must have been in the file.

Q. Were those penal provisions prepared by you either in whole or in part, in consequence of Mr. Greeley's representations upon that subject? A. Yes, sir; they were prepared with reference to what Mr. Greeley said, and what others said upon the matter.

Q. Now, in your conversation with Mr. Greeley, was there anything said with reference to the passing of the Tweed charter as a condition of obtaining the election law? A. My recollection is that upon that subject after a consultation with Mr. Greeley and others from the city of New York, while it was stated by them as I have said before, there were objectionable features to the charter, that after all it might be as good a thing as they could get under the circumstances, and if we could get a stringent election law, that would be a matter of primary consideration; upon that consideration my recollection was that as a result of it, Tweed and the other Senators representing districts from New York said to us, "you may draw and incorporate in your election law, just such provisions and just as stringent as you please, and we will interpose no objection to its passage; frame your own law on that subject;" that would be my recollection as the substance of what was said.

Q. What I wish to get at is, whether you understood Mr. Greeley to say, whether he would acquiesce in the passage of the Tweed charter if you could get the election law? A. That is my recollection; my recollection is the caucus so understood at the time it was held, and I so understood from Mr. Greeley.

Q. What led you to suppose it was necessary to vote for the Tweed charter in order to pass the election law? A. I think I entertained this impression very strongly, and I think my associates in the Senate did, that it was desired on the part of the representatives of the city of New York to pass a very stringent election law at that time; for what that impression was derived I can't now state; I think that was the general impression that was entertained.

Q. Did you have any conversation with any member of the Democratic party which led you to that impression? A. I recollect no specific conversation on the subject; that was my general impression at that time.

Q. Any with Mr. Tweed? A. I think the remark which I

perhaps came from Mr. Tweed, that "you may incorporate
ent measures as you please in the election law, and we will

and that any connection with the passage of the charter? A.
it had; the two measures went along together.

How long, as near as you remember, was the Tweed charter
before the Senate? A. My recollection would be it was
in the Senate only a few days.

Was there any active opposition to its passage? A. How do
you mean upon its passage?

Previous to its passage, in the way of debate? A. I don't
remember any debate in the Senate.

Were there any memorials sent up from New York against it?
I don't recollect to have seen any.

Were there any bodies, or individuals representing bodies, from
New York city who appeared against it? A. My general recollection
is that that thing would be, the charter was generally acquiesced in
by the city of New York, subject, however, to criticism with reference
to its details.

As regards to this tax levy, what democrats voted against it? A.
I believe any did; I never knew a democrat to vote against a
New York tax levy while I was in the Senate.

And the democrats voted in favor of the tax levy and how many
voted against it? A. The journal shows there were eight.

Was that considered a democratic measure, the city tax levy?
My only answer I can give to that is that New York city was a
democratic city, and the tax levy was peculiarly an institution
of New York.

Do you say there was a severe contest over that; from whom did
the opposition come? A. The opposition to the New York tax levy
mainly was from the republican party.

Was there opposition from the citizens of New York, irrespec-
tive of party, do you remember? A. I think generally, whenever
the tax levy was up, we received communications and personal inter-
views from people from the city of New York, objecting to different
parts of the tax levy.

Did the democratic party had a majority in the Senate, had it? A.
In 1870 and 1871 it had.

Was there any necessity of the republican vote to carry it? A.

- Q. Did it require any thing more than a majority vote? A. I don't think that is a two-thirds bill; it is a majority bill.
- Q. Now, in respect to the passing of the tax levy, do you know of any improper means being used to influence the vote on that subject? A. I do not, sir; I have no sort of suspicion or idea about it; I am sure of that in the year 1870.
- Q. Have you any reason to suppose that any influences of that kind were used with respect to the tax levy? A. I have not.

By Senator BRADLEY:

- Q. Do you recollect that the republicans made any objection to the Waterbury election law? A. I do not recollect; I hold this election law, which is a law of some considerable length, and the amendments which were added to it; I think the amendments which were adopted in the Senate are the amendments commencing with and including the twenty-fifth section of the act, there being thirty-six sections in the act; but I have no recollection as to the rejection of the amendments of the bill.
- Q. You recollect that the Waterbury election law bill was referred to the Committee on Municipal Affairs? A. No, sir; I do not remember what disposition was made of it.
- Q. I refer to the bill introduced by Mr. Genet; you understand I am referring to the Committee on Judiciary? A. I did not understand; I see the journal shows that it was referred to that committee at that time; Senator Murphy, of the Brooklyn district, was a member of the committee; the principal provisions which I call attention to in reference to the amendments in 1871, to the charter contained in section 1014, which is a section enlarging the powers of the commission much; it gives that commission the power to make the amendments instead of sending it here for passage; I find that amendment to the charter of 1871 was referred to the Committee on Municipal Affairs on the twenty-fourth day of March; reported favorably by the Committee on Municipal Affairs, to which I had the honor to dissent, I suppose it was objectionable to me.
- Q. Refer to the introduction and reference of the election law bill introduced by Mr. Genet? A. It was referred to the Committee on Judiciary.
- Q. Are you able to say whether that bill was reported from the committee? A. I think the journal shows there was no report made from that committee on that bill; there were three bills

charter, the election law and the bill in reference to the militia officers; my impression was that the election law which passed the Senate was substantially a Senate bill.

Q. Any further information that you can give the committee?

A. I should be very glad to give them any I possess.

By Senator SCHOONMAKER :

Q. Were you acquainted with Senator John Morrissey at that time? A. I knew him during that session.

Q. Do you recollect whether he took an active part in regard to those New York measures? A. I think he was identified with what was known as the young democracy.

Q. Remember whether or not he was actively opposed to the Tweed charter? A. I don't remember any conversation I had with him on that subject.

Q. Do you remember now any difference of opinion existing among the republican Senators in reference to the two tax levies, or either of them? A. I can recollect nothing in detail in regard to the position of those measures.

Q. Do you recollect as a fact whether there was a difference of opinion among the republican Senators in respect to those measures? A. I don't remember it; I can only say as indicated by the fact upon the passage of the bills.

Q. The election law which was passed was considered in the Committee on Municipal Affairs, of which Mr. Tweed was chairman? A. Yes; it came from that committee.

Q. It was reported by Mr. Tweed, as chairman of that committee? A. I presume so; yes, sir; there don't appear to have been any dissent from the report.

Q. That bill and the charter bill were considered in the same Committee of the Whole on the fifth of April? A. They were considered in the same Committee of the Whole, included in the same special order.

Q. And both passed favorably through the committee?

By Senator BRADLEY :

Q. This bill on the subject of elections reported from the Committee on Judiciary — is not this the bill you now refer to, that was reported by the Committee on Municipal Affairs? A. I should say so; I should infer from the journal there were two election bills in the Committee of the Whole.

Q. The bill that you understand was reported in the Committee on Municipal Affairs was the Assembly bill, was it not? A. I am unable to answer that question.

Q. And the bill on elections that was reported from the Committee on Judiciary was the Senate bill? A. I will give the committee the benefit of the journal as it reads, and I should infer there were two bills before that committee. "Mr. Kennaday moved to include the Assembly bill entitled 'An act in relation to elections in the city and county of New York,' also an act —

By Senator SCHOONMAKER [interrupting]:

Q. That was the one from the Committee on Municipal Affairs? Perhaps so. "Also an act respecting elections other than for the city and town officers." The Assembly bill and general election law, together with the charter, was made a special order in the same Committee of the Whole, and as I read the journal there were two references in reference to elections before that committee, one the Assembly bill, and the other the bill in relation to elections other than for militia and town officers.

Q. Did you understand the other bill related to the city of New York particularly? A. I think it had general application to the whole State.

Q. Can you learn from the journal what disposition was made of the Waterbury bill after its report from the Committee on Judiciary? The Genet bill we will call it; the bill introduced by Mr. Genet. Here is an election bill introduced by Mr. Norton in the Assembly, entitled "An act to amend the laws in relation to elections," passed in late of March thirty; from the title of Mr. Genet's bill, I infer it was one of the bills that was part of the special order of the Committee, as it is entitled "An act respecting elections other than for militia and town officers."

Q. You think it went in the same Committee of the Whole? It appears so from the title of the bill.

Q. Your understanding is, it was the Assembly bill that passed in the Assembly concurred in the amendments, and you took it to the Governor the same day? A. Yes, sir.

Q. What is the number of the chapter of the laws of 1870? Charter bill? A. Charter bill is 137.

Q. What is the number of the chapter of the election law? A. One hundred and thirty-eight.

Q. I suppose that indicates the charter law was first sent to the Secretary of State's office? A. It indicates the Secretary of State, in making up the laws, indicated that first; they both appear to have been passed on the 5th day of April, 1870.

Q. Who was Secretary of State at that time? A. Homer A. Nelson.

Q. Do I understand you to state that you remember what law there was to which your attention has been called entitled "An act in relation to elections other than from militia and town officers?"

A. I have no recollection what it was; it bears the same title as that bill introduced by Mr. Genet, and reported favorably by Senator Murphy from the judiciary committee, and bears the same title as one of the bills made a special order in the committee of the whole.

Q. What was the fate of that bill? A. It appears on the journal before me that the first act, which is in relation to the government of the city and county of New York, passed the Senate, progress was reported by the chairman of the committee of the whole on the second bill, which was Mr. Genet's bill, in relation to elections other than for militia or town officers; what became of it afterwards I don't know.

By Mr. SPRIGGS :

Q. You say you recollect you had a conversation with Mr. Tweed in reference to the passage of the election law for the city of New York, in which he stated the republicans could prepare a law as stringent as they pleased, and it would meet with no opposition from the Tammany democracy? A. That is it in substance.

Q. Was that conversation before the republican caucus to which you have referred? A. I should say it was.

Q. Did you, in consequence of the conversation you had with Mr. Tweed, feel at liberty to state to the caucus that if the republicans would support the charter the democrats would support the election law, and did you so state? A. I don't remember of so stating; I distinctly recollect of the understanding at the time of that caucus; whether I so stated in the caucus or not I am not able to say.

Q. Still you deemed it advisable to pass the election law before committing the republicans by vote to the charter, didn't you? A. Yes, it was understood; I will say that the election law was in its passage to precede the charter.

Q. Why? A. I suppose there should not be mistake about it.

Q. You meant as a party that there should be no mistake that the election law should pass? A. The republicans meant business, and they wanted to be sure the election law would pass.

By Senator WOODIN :

Q. Do you remember a preliminary caucus held in this building in a room over the dining-room, before the caucus held in the Senate chamber, where this measure was talked and discussed? A. I don't recollect it now.

Q. Do you remember of stating, in the presence of the republican Senators, that in addition to the election law that the democrats would desist from their contemplated action of getting rid of the auditor bill? A. Auditor Bell's term of office expired either in 1869 or 1870, I am not certain which; he was holding over, at all events, at that time, and also, I think, the salt superintendent of Madison county was holding over at that time; Auditor Bell was holding over, and there was considerable discussion in regard to a new auditor, and I should say it was understood that Auditor Bell was to remain in office, and he did.

Q. How about the superintendent of the salt springs? A. Was not removed, if it was in 1870; continued to hold.

Q. George Geddes, was it not? A. Yes, sir; he continued to hold the office until the following year.

Q. You remember of contemplated actions that winter for the repealing of the law that related solely to Onondago county that made the loan commissioners elective? A. No, sir; I do not.

Q. Do you not remember that in 1871 a proposition was made emanating from the democratic side of the Senate, in materially modifying the election registry law for the city of New York? A. Yes.

Q. Do you remember there was a very excited controversy in the Senate? A. Yes.

Q. Now, I will ask you this question: if there were any charges made by republican Senators, yourself and Senator Chapman, Senator Parker and others, charging them with the breach of faith? A. I do remember that distinctly; I think you participated in it; the charge was very distinct and direct.

Q. And very exciting? A. I think the republican members of the Senate expressed considerable feeling upon the question.

Q. Did you understand, at that time that the breach of faith referred to the arrangement that was made between the republicans and democrats, that the election law and charter should go together and stand or fall together? A. Rested wholly upon that question.

Q. Do you remember that election law was passed, in the Senate of 1871, against the negative vote of the republicans? A. Yes; passed by a strictly party vote, I should say from recollection; it was charged upon a majority of the Senate, at that time, the attempt to modify the previous election law of 1870 was a breach of faith; they regarded the majority as pledged until the 1st of January, 1872; they should not go back on their own pledge.

Q. Our charge was that it was a violation, was it not, of an agreement at the time of the passage of the charter and the election law relating to the city of New York? A. I think it was so charged upon the floor of the Senate, that it was an arrangement between the majority and minority, that the election law was passed in conjunction with the charter and upon an arrangement that it was to continue a part of the law; that the attempt of a subsequent meeting of the Legislature to repeal or modify that act was a breach of that arrangement.

Q. Because it was part and parcel of a legislation that was to stand or fall together? A. Yes.

Q. Wasn't it very bitter? A. I think it was; I know it was on my part; the vote is strictly party vote.

Q. Do you recollect the fact that it was understood that a portion, if not all the democratic portion of the Senate, was, in sentiment, opposed to a registry law? A. Oh, yes.

Q. Do you recollect that Mr. Lord protested against a registry law and it was with reluctance he consented to vote for it? A. I remember Mr. Lord's opposition to the election law was extreme.

Q. Do you not remember that the law of 1871 essentially changed material provisions of the law of 1870, so far as related to the city of New York? A. I think it did; was regarded so at the time; my recollection would be, that an examination of it would show that it disposes of about all the valuable features of 1870.

Q. Do you remember that the law of 1871 authorized the mayor to appoint the inspectors of election? A. I don't remember that feature; I will say now I think from recollection that question was up by way of proposed amendments to the Tweed charter passed in 1870, and it was attempted to engraft upon that charter that provision giving the mayor power to appoint inspectors.

By Senator SOHOONMAKER:

Q. Do you state as a matter of fact there was an arrangement made in 1870 with respect to the city laws to which you have referred? A. I will say this, that my understanding of it was that if the republicans would assent to the passage of the charter the democrats would assent to a stringent election law as the republicans might present to them for passage; that was my understanding of an arrangement at that time.

Q. Who made that arrangement? A. It was a general understanding between the democrat and republican members of the Senate.

Q. Who participated in this arrangement? A. My conversation was with Mr. Tweed, who was the democratic representative of the party in the Senate at that time.

Q. Do you mean to say the arrangement was made by yourself and Mr. Tweed? A. No, sir; I don't mean to say that; I assume no such prerogative; I mean to say, I think I recollect conversations with Mr. Tweed upon that subject, and my understanding on the matter was that that was the arrangement.

Q. Did your conversation with Mr. Tweed result in an arrangement with him? A. I can't say that the arrangement was the result of my conversation with Mr. Tweed; an arrangement was arrived at, and my conversation with Mr. Tweed was a confirmation of that arrangement.

Q. Who took part in the making of the arrangement? A. Well, sir, I think, perhaps, I had as much conversation upon the subject as anybody.

Q. Well, did the arrangement, the one that was made, go any further than you have already stated; that the election law should be made as stringent as the republican members desired; that the law should not be afterward amended or interfered with? A. There was no arrangement for the future; the arrangement was honorably carried out, and I think a fair and honorable implication at the time was, that the law was not to be passed at one session to be repealed at the next.

Q. It was not expressly stipulated it should not be amended or repealed at the next session? A. No.

Q. Was there a law passed at the next session, changing or amending the law? A. Yes; my recollection is, there was a law passed at

the next session, materially and radically amending the election law of 1870.

Q. This election law of 1870 wasn't a registry law? A. I don't know whether the provisions of it contained a registry or not; I haven't read the act in detail.

Q. You stated, in substance, that breach of faith was charged? A. My recollection of that is, that that question was sprung upon the republican members of the Senate by a bill introduced, substantially repealing the election law of 1870; I remember very distinctly the feeling I expressed upon the floor of the Senate at the time, and which my brother republican Senators expressed upon that proposition.

Q. Can you refer to the law of 1871 [referring]? A. It was substantially a repeal of the registry law, chapter 572 of the Laws of 1871.

By Senator SPRAGUE:

Q. I understand you to say the Tweed charter was amended in 1871 as well as the election law? A. Yes.

Q. And that in your judgment that the amendments introduced in 1871 were unfortunate amendments? A. Well, yes; I regarded them as unfortunate, because they vested in the heads of four departments, mentioned in the bill, entire control over the whole finances of the city of New York.

Q. Do you know how the votes stood on those amendments in 1871? A. I do not.

Q. Do you know how Mr. Woodin voted on those amendments? A. I have not examined the journals; that act went from the Senate down to the Assembly, and there it was very materially amended; the first vote upon a motion to concur in the amendments of the Assembly was strictly a party vote, seventeen democrats voting in the affirmative, thirteen republicans in the negative; on the final passage of the bill the general amendments were proposed, with the same result, seventeen to thirteen, Mr. Woodin voting in the negative on each.

Q. How was the vote upon the passage of the bill originally in the Senate before it went down to the house? A. By a vote of seventeen to thirteen the journal says; thirteen republicans against it.

Q. Can you state now, in a few words, what was the general effect of those amendments? A. Referring to the act itself as passed in answer to the inquiry of Senator Sprague, one of the provisions of

the amendment will be found under section 101, article 16 :
 as provided in the last preceding section, a majority of the members of a board in any department of the city government, and the board for the revision and correction of assessments, shall constitute a quorum to fully perform and discharge any act or duty and to be possessed by, or imposed upon any department or any board, shall have the same legal effect as if every member of any such board aforesaid had been present. Each board may choose, in its own pleasure, one of its members to preside at board meetings, and may appoint a chief clerk. No expense shall be incurred by the departments, boards, or officers thereof, whether the cost of such expenditure shall have been ordered by the common council, unless an appropriation shall have been previously made covering such expense. The mayor, the comptroller, the commissioner of public works and the president of the department of public parks of the city of New York shall, and are hereby directed, on or before the first of December in each and every year hereafter, and immediately following the current year, being the year 1871, and in lieu of and superseding any existing authority in relation hereto, to make and agree upon an estimate of the various sums of money, which in their discretion, may be required to defray all the various expenses necessary for carrying on the various boards, commissions and departments, whether executive, judicial, legislative or administrative of the city government, and for paying the interest on the city debt, and the principal of such debt falling due, and for providing for charitable or other objects, and thereupon to fix and determine the amount of all such expenses, and the which amount, when so established by said mayor, comptroller, commissioner of public works and the president of the department of public parks, by the concurring votes of all present, shall become appropriated as the amount of money required as aforesaid. That amount thus established shall be certified to the board of supervisors of the county of New York by the comptroller, as the aggregate expenses of the city government for one year, and said board of supervisors are hereby empowered and directed annually to certify said amount of money estimated, required and certified as aforesaid to be according to law raised and collected by tax upon the real and personal, subject to taxation within the said city and county of New York. The first meeting of the said mayor, comptroller, commissioner of public works and president of the department of public parks shall be called by notice from the said mayor, per-

served on the members above mentioned. Subsequent meetings shall be called as the said mayor, comptroller, commissioner of public works and president of the public parks shall direct. At the first meeting the said officers above mentioned shall organize by electing one of their number chairman, and shall appoint a secretary."

Q. I don't care about particulars? A. There are other provisions.

Q. As I understand you that provision took away from the Legislature any provision of the expenses of the city of New York? A. Yes, and vested it in that commission.

By Senator BRADLEY:

Q. Do you recollect that one of the objectionable features of the tax-levy bill of 1870 was that it vested in the mayor, comptroller and president of the board of supervisors, the power to audit the liabilities then against the county of New York, and providing that the amount as audited by them should be paid? A. I don't remember it.

Q. That so appears in section 4 of chapter 382; it is one of the two tax-levy bills passed; do you remember now that there were any objections raised to the tax-levy bill of the city of New York, which vested in the commissioner of public works large powers? A. I can only answer that as I have answered; my recollection is entirely at fault in regard to the detail objections to these bills; those tax-levy bills were like the supply bill of the State, we got every thing in them we could not get elsewhere.

Q. Was Mr. Tweed appointed commissioner of public works soon after the passage of the charter in 1870? A. I so understood him to be.

Q. You recollect whether Mr. Sweeney was made commissioner of parks? A. Mr. Sweeney was commissioner of parks.

Q. Mr. Connolly was comptroller? A. Mr. Connolly was comptroller and Mr. Hall mayor, I think.

By Senator SCHOONMAKER:

Q. What position, in regard to influence with his party, did Mr. Tweed occupy in the Senate of 1870, as it appeared to you? A. It seemed to me that he had very great influence with his party.

Q. You stated you had conversation with him by which you came to the conclusion that the democratic party would support the election law; when you came to an understanding with him on a question of that kind, did you understand that as having an understanding

with the democratic members of the Senate? A. On that subject I regarded Mr. Tweed as speaking with authority; I think I was regarded so by all my associates in the Senate.

Q. You judged that from the influence which he appeared to exercise over his party in the Senate? A. Yes; I think we all understood that Mr. Tweed's influence with his party was such that he could make suggestions which would be concurred in by his associates.

CHARLES M. CLANCY SWORN:

Examined by the CHAIRMAN:

Q. Where do you reside? A. New York city.

Q. What is your occupation? A. I am now justice of the peace in the district civil court.

Q. How long have you been justice? A. I have been justice since January last January; I was elected for an unexpired term of one year and re-elected for a full term.

Q. How long have you resided in New York? A. All my life except the first three months.

Q. How old are you? A. Thirty-six.

Q. Did you hold any official position in 1868? A. Yes, sir; assistant engrossing clerk in 1868.

Q. What was your politics? A. Tammany Hall democrat; I have always been.

Q. How did you get that appointment? A. Through the influence of many Hall members of the Legislature that year; it was the year the lower house had been democratic for a long time.

Q. How long did you hold that position? A. One term.

Q. Did you hold any other position at the same time? A. No.

Q. Any business at that time? A. I was studying law.

Q. Did you hold any office in 1869? A. I was, part of the year 1869, complaint clerk, which title was altered to superintendent of incumbrances in the then street department of the city of New York.

Q. How did you get that appointment? A. I was appointed by the then street commissioner, William M. Tweed.

Q. What salary did you get? A. I then had \$1,800 a year.

Q. Was that the full amount of compensation? A. At that time, yes, sir.

Q. Did you hold any other office at that time? A. No, sir; at that time I was clerk for the eighteenth ward market commissioners; there were three commissioners appointed to build the eighth ward market, and they appointed me their clerk.

you receive any pay? A. Twelve hundred dollars.
 the two offices together for a while? A. Yes, for a

long did you continue to hold them both? A. Well, I
 position in the market before I was appointed complaint
 should say about four months I held them both.

long did you continue in your position as market clerk?
 here for more than a year.

long did you hold the other office? A. I held the other
 the resignation of Mr. Tweed, that is as complaint clerk
 ntendent of incumbrances.

when did Mr. Tweed resign? A. In December I should say,
 twenty-second.

what year? A. Of 1871.

and then, you held it from 1868 to 1871? A. From 1869
 1; I was removed by Mr. Van Ord, either the — of
 or tenth of February following, can't say which; I think
 tenth of February.

following the 31st of December, 1871? A. Following the
 December, 1871.

you hold any other office from 1868 until you were
 by Mr. Van Ord in 1872? A. No.

your compensation during that time you say was \$1,800? A.
 int clerk, and \$1,200 while I was clerk of the market; it
 , after 1870, to \$3,000 as superintendent; the other super-
 in that department were \$4,000.

you hold any other position during 1870 than those you
 ioned? A. No.

you know Mr. William M. Tweed? A. Yes; since I was
 complaint clerk; I became acquainted with him in 1868;
 t I knew him by sight.

from that time until the 1st of January, 1870, did you see
 ently? A. Yes.

acted with him, politically, on friendly terms? A. Yes.

ns of social intimacy? A. I can't say that; he was
 ere in his demeanor towards those directly under him;
 l with those who were in position that power might be

you spend the winter of 1870 in New York? A. From
 January to the adjournment of the Legislature I was in

Q. What were you doing in Albany? A. I was detailed from the department of public works, I presume, in consequence of my knowledge of legislation, to keep a record of all matters pertaining to the city of New York, directly or indirectly, and answer correspondence, such letters as Mr. Tweed chose to hand to me, make out amendments, prepare bills, just such matters as that.

Q. Where did you room in Albany? A. I roomed with him; that is, I had a room that was paid for by him.

Q. Where? A. In the Delavan House.

Q. A room adjoining the one he occupied? A. No; he had there two suites — one for his family and the other for business; I had a small room in which I had a desk; that room opened with folding doors into the business parlor.

Q. That business parlor you speak of was one of Mr. Tweed's rooms? A. Yes; my sleeping room was then back of that again.

Q. On which floor in the Delavan? A. Second floor, *i. e.*, up one flight of stairs; the dining-room floor.

Q. You acted under Mr. Tweed's direction during the winter? A. Yes.

Q. Were you with him much during the winter. A. All the time; that is to say I was under his directions and under his order.

Q. And in the same room with him a good deal of the time or not? A. There were two suites, consisting of four rooms of each; one suite that was precisely the same, which was occupied by his family, had a door leading in what we called the business suite of rooms; that is where the committee meetings were held and where my desk was, and his desk was right adjoining mine, that he might read his correspondence and turn them over to me.

Q. You kept yourself thoroughly posted in regard to the legislation of the city of New York? A. I kept a record of every bill in the Senate or Assembly wherever it went to.

Q. You have got that record? A. No, sir; Mr. Tweed, I presume, took it with his papers when he left Albany; I had a book which was divided in columns, by which I could refer to any bill by its title and in what committee it was in.

Q. Do you remember the legislation in either branch of the Legislature known as the Huckleberry bill? A. I never knew that name until after the defeat of the young democracy charter in the Assembly; when that was defeated, then Huckleberry and Tweed charter were given to bills.

Do you remember the introduction of the proposed charter by young democracy? A. I couldn't say that I remember the introduction; I remember the bill.

You remember the fact there was such a bill? A. Yes.

Before which house, the Senate or Assembly? A. In the Assembly.

That was a bill that was supported by what was known the young democracy? A. Yes.

You acted with the Tammany division? A. Yes; the young democracy; the party called the young democracy were not all allied to Tammany; they were opposed to Tammany rule at that time, i. e., the leaders of Tammany, they joined together, I suppose, for the purpose of gaining the control by a combination then called young democracy.

How far did that bill progress to its passage? A. To the best of my recollection, without referring to the journals of the House, it was in the report of the Committee of the Whole ordered to a third reading; a motion was made, it occurs to me, by Mr. Burns or Mr. Tamm, to disagree with the report, which motion was carried and the bill was considered and defeated.

What was Mr. Tweed's position with reference to that charter? A. I can't say.

Know whether he favored it or opposed it? A. Circumstances developed afterwards that he opposed it.

What position did the democrats take who acted with Mr. Tweed? A. As I said before, there was a division among the many democrats supporting those bills, because it was generally expected the rule of Tweed & Co., was about to be thrown over, and in that matter of course many left and went to the other side.

What position did those who acted with Tweed take, with reference to that bill; you say sometimes the democrats acted with him and others were hostile to him? A. There were three or four names outside, Mr. Frear, Mr. Burns, Mr. Bergen, Mr. Hitchman, as far as I can recollect now, without referring to the journal, they voted to disagree with the report.

Do you know whether Mr. Tweed and those who acted with him took active measures against the passage of that proposed charter? A. No, I do not; I knew that morning, how, I can't call to my recollection, that those bills would be beaten.

How did you know it? A. That I can't recall to my recollection.

except, I presume, hearing a conversation that it would be beaten in the Assembly; there was a meeting held the night before in the dining-room of the Delavan at which a great many from New York were present, and if my memory serves me right, one of the Albany papers commented upon it, The Journal I think, and the result was, there was almost an unanimous feeling on the part of those representing Tammany Hall, to defeat it.

Q. Did you have any talk with members of what was known the young democracy with regard to it? A. Yes, I was on good terms with them.

Q. Were they anxious for its adoption when it was introduced? A. Undoubtedly; after it was defeated, there was an avalanche of politicians to the other side.

Q. They changed suddenly from advocacy to opposition? A. There were continued changes; I can't distinguish the young democracy as between the whole of them; they were, with few exceptions, democrats; the young democracy got the name from the fact that the younger men wanted to get control and drive the older men out.

Q. How was this change brought out? A. Of course you rely a great deal on my memory, but my memory is this: Mr. Waterbury was the recognized leader of what was called the democratic union party, a party in opposition to the Tammany Hall democracy; the democratic union were continually looking for legislation that would give them some recognition as regards the patronage and control over elections in the city; the result of that was, bills were brought here by Mr. Waterbury, and sometimes by representatives of his; as the democratic cause became strong, Tammany naturally became weak, but not in the minority; then, when the dissension occurred in Tammany Hall, of course there was a combination of all the outside elements of Tammany Hall, before the defeat of that Huckleberry charter, as it is termed.

Q. There was a large number of persons who did not act with Mr. Tweed, who was here advocating its passage, were there not? A. A great many.

Q. You say they suddenly stopped from advocacy? A. The city was flooded with New York politicians, and after this, bills were beaten with what you call the Huckleberry charter, they all left the city, and the result was, there was a stagnation in politics for a while, then in the course of about ten days the Committee on Municipal

Affairs, of the Senate, had charge of what was called the Tweed charter.

Q. Do you know of any influences that were used to cause this large number of New York politicians to desist from their advocacy?
A. No.

Q. Know of any money being used? A. No.

Q. Know of any offices being promised then by Tweed? A. No, I do not; it was Mr. Tweed's invariable practice, if any gentlemen came for conversation, to close the folding-doors or order me to go somewhere else.

Q. Do you remember the introduction of what is known as the Tweed charter in the Legislature? A. I can't remember the introduction of that bill; the first I can recollect of that was after the defeat of the young democracy charter; then the first I can recollect of that is the bringing up of the bill and the Committee on Municipal Affairs of the Senate.

Q. You know it was before the Senate? A. I do.

Q. You watched that as well as every bill? A. Kept a record of that; I presume it was ten days in the committee, and there were at least four meetings of the committee.

Q. You know, as a matter of fact, Mr. Tweed was anxious for the passage of the bill? A. Undoubtedly.

Q. Was there any opposition to the bill among the democrats in the Senate? A. I can't say there was opposition, but there was some dissatisfaction expressed by New York city, as a matter of course, I took account of.

Q. Do you know Mr. Tweed used any money or promising any money to secure the vote of any Senator for the bill known as the Tweed charter? A. I do not.

Q. Do you know of any money being raised in New York to aid in the passage of the charter? A. Rumor said it was; I don't myself, except as rumor had it, that the departments were assessed, but I have no personal knowledge.

Q. Have you any recollection of any improper influence being used by Tweed to secure the vote of any Senator? A. I have not; I desire to state right there, there were four others with me in his employ; he had an amanuensis with a room in the suite, he had a stenographer, he had another clerk; I don't know what his position was in New York, who was the clerk of the committee on Cities and Municipal Affairs at that time, and all these had more or less business

ck and forth through this business suite of rooms ; Gillespie was manuels ; don't know what his first name is ; I don't recollect what the stenographer's name was ; the clerk of the committee was Cornelius Cancel ; he resided at that time in New York ; I have known him in five or six years.

Q. Who was the other person ? A. John Leveridge ; I don't know what his position was ; I never knew.

Q. He seemed to be an assistant to Mr. Tweed ? A. He had no communication whatever with me, either to give orders or to do anything else.

Q. He occupied the room with you ? A. No, he did not ; he had rooms elsewhere.

Q. Was he there frequently ? A. Occasionally he would go and would return ; he was there four-fifths of the time.

Q. Didn't he hold an official position at that time ? A. In that time he held position as inspector of boilers.

By Senator SCHOONMAKER :

Q. Where is he now ? A. I do not know, personally ; I heard he was in Albany here last week.

Q. Do you know of any fact that would indicate the use of money in favor of the passage of the Tweed charter ? A. I did not ; I was instructed very early in my career with Mr. Tweed to mind my business, which I very carefully attended to, to preserve my position ; as a result was I very often heard remarks from different people from New York, who pretended to know a great deal which I knew was not true.

Q. Do you know Senator Woodin ? A. Yes ; that is, I know him by sight, and I conversed with him very often when sent on business in relation to bills.

Q. Ever conversed with him in regard to securing his vote for the charter ? A. No, never.

Q. Ever see him in Mr. Tweed's room ? A. That certainly I don't recollect ; I have an idea he was there the day the Committee on Municipal Affairs were there meeting, but I have no distinct recollection.

Q. Do you know Senator Winslow ? A. Yes ; his rooms were adjoining Mr. Tweed's in the Delavan.

Q. Do you know Mr. Tweed paying him any money or promising money to him for his services in reference to the passage of the charter ? A. No.

Q. Did you have any occasion to talk with him in regard to bills that were before the Legislature? A. Yes.

Q. Did you talk with him in reference to influencing his vote? A. Never; I talked with the Senators whenever I was sent there, or whenever I had directions touching any matter that might come up, the report of a bill or amendment that might be in another committee.

Q. Find out the status of any other bill? A. I had my business to transact, to keep Mr. Tweed well posted on matters that would come up; probably he would go to the Committee of the Whole and would not get out until they were ready to adjourn, so I had those amendments in their order to present to him as occasion required; sometimes leaving the Senate he would leave instructions to speak to this Senator or that Senator; I was merely a clerk in every sense of the word.

Q. Did you hear any conversation, on the part of Senators, in reference to the use of money? A. Never, sir.

Q. Or in reference to any valuable thing being promised? A. Never heard any thing about it; of course you were speaking of my knowledge; I can't say as to rumor in New York.

Q. You heard rumors in regard to it? A. Yes.

Q. Ever hear rumors in regard to other legislation? A. I never heard of any Legislature that rumor did not circulate about.

Q. You say Senator Winslow's room joined the rooms of Senator Tweed? A. Yes, adjoining room, fronting on Broadway.

Q. How many rooms did he have? A. That I can't say; I don't believe I was in his room.

Q. Did you see much of Senator Winslow at the hotel? A. I saw him two or three times a day.

Q. Did he come into the room of Mr. Tweed? A. Occasionally.

Q. About how frequently would he come in. A. I couldn't estimate that he was there frequently.

Q. Every day? A. Oh no, not every day.

Q. How often? A. Well, I should strike a venture of twice a week; that is a mere guess.

Q. Were you ever present at any of the interviews between Senator Winslow and Mr. Tweed? A. Never, except casual remarks.

Q. Did they ever hold private interviews? A. They were often together.

Q. In private? A. Private; that is, I was at my desk if anybody

else was present in the large parlor ; I was requested to get out they would have a conversation.

Q. They often had private interviews in the way you described.
A. Not often ; he was frequently in the room ; interviews of that kind I should say there were not more than two or three ; that was Mr. Tweed's invariable practice to persons coming in.

Q. Were those interviews about the time of the New York bills before the Legislature, in which Mr. Tweed took an interest ?

A. I can't answer that question, not knowing the subject of the conversation.

Q. I didn't ask you the subject of the conversation, but of the interviews, to which you have referred, were about the time the New York city bills were pending before the Legislature ? A. I can't say that to recollection.

Q. Did Mr. Tweed have a safe in his room at the hotel ? A.

Q. How large was the safe ? A. It was in the private suite ; I never saw the safe.

Q. How did you know it was there ? A. He would take papers in and keep them there, and Mrs. Tweed kept her jewelry there.

Q. For what purpose did he have the safe ? A. For Mrs. Tweed's jewelry, I presume ; he had his very large diamond there at that time.

Q. Did he inform you the safe was there for the purpose of keeping the jewelry in ? A. No, sir ; he never informed me of any thing in his life.

Q. How do you know the safe was there to keep his jewelry ? A. The remarks of his family ; son, daughter and neices.

Q. Where was Senator Woodin's room that year ? A. I could not answer ; I don't know.

Q. Don't know whether they were at the Delavan or Congress Hall ? A. I can't say ; I think they were at Congress Hall.

Q. Did you see him in the rooms of Senator Tweed ? A. No, sir. I have no recollection except on the day of the final meeting of the Committee on Municipal Affairs.

Q. What do you mean by its final meeting ? A. A report was given out and circulated through the press that the Committee on Municipal Affairs would have a final hearing on the Tweed charges.

Q. You think Senator Woodin was present ? A. To the best of my opinion ; I won't swear to it.

Q. Was that the day the bill was reported ? A. I think not. I think the following day the bill was reported.

Q. Was Senator Woodin a member of the Committee on Municipal Affairs? A. He was not.

Q. You stated you was sent with messages by Mr. Tweed to other Senators? A. Yes.

Q. Were you sent to Senator Woodin? A. Yes.

Q. What messages did you carry? A. Verbal messages requesting him to move a bill, or something of that sort.

Q. Do you now recollect any of the messages? A. No, sir; I can't recollect any thing; I was never sent with messages to any Senator that any person might infer any thing derogatory to their character or any thing else.

Q. Do you recollect any message that you bore to Senator Woodin? A. No.

Q. Do you recollect to what bills any message related that you bore to Senator Woodin? A. I cannot.

Q. Did you carry any message to Senator Winslow? A. Frequently.

Q. Do you know the substance of any of these messages? A. No, sir; I do not.

Q. Relating to bills before the Legislature? A. Related to bills, or reports for or against bills.

Q. Was Mr. Winslow upon any committee that had charge of any New York city bills? A. It occurs to me that he was upon banks or insurance.

Q. Remember he was on the Committee on Religious Societies with Mr. Tweed? A. I do.

Q. Was Senator Woodin on any committee that had charge of any New York city bills? A. I don't know; I can't recollect.

Q. Do you remember the two tax-levy bills of 1870? A. Well, I do in a measure; yes.

Q. Do you remember or not Mr. Tweed took an interest in their passage? A. He undoubtedly did.

Q. A particular interest, a warm interest in their passage? A. Well, sir, he was very anxious to have them passed; which they did finally.

Q. Did you carry any messages in regard to those bills to any Senator? A. None, that I recollect.

Q. Do you know of any offers made by Mr. Tweed to secure the passage of those bills? A. I do not; the trouble he had with those bills was with New York members.

Q. Sure you don't recollect of any offers he made to secure passage of those bills? A. No particular offer.

Q. Do you remember any? A. I remember particular offers as very anxious and very careful about the bills that they should not be interfered with, and he kept them in his personal possession.

Q. Do you remember those bills contained a provision creating a board of audit? A. I remember such a provision.

Q. And giving enlarged powers to certain heads of departments in the city? A. Yes; I remember that.

Q. Do you remember when Mr. Tweed was appointed commissioner of public works? A. Yes; he was appointed in 1870.

Q. How soon after the passage of the charter? A. I think less than a week.

Q. It was certainly inside of a week? A. Yes.

Q. Mr. Connolly comptroller? A. Yes.

Q. Mr. Sweeney commissioner of parks? A. Yes.

Q. Of whom did this board of audit consist? A. My recollection is it consisted of the mayor, comptroller, and commissioner of public works; I think the board had consisted of the mayor, comptroller, and the president of the board of supervisors.

Q. Who was president of the board of supervisors? A. Mr. Tweed, the commissioner of public works.

Q. Those gentlemen all held their positions when the tax bills were passed, did they not? A. Yes.

Q. You say Mr. Tweed did not communicate to you any of the negotiations he had, if he had any with Senators, in regard to the passage of his bills? A. Never; I was instructed early in my career to mind my own business; I did something that he took umbrage at. Senator SCHOONMAKER — Never mind that.

By Senator BRADLEY :

Q. Did you see John Garvey at Albany? A. Yes.

Q. What time, in reference to the passage of the charter bill, did you see him at Albany? A. I remember a visit he made to Albany, but I can't locate the time particularly.

Q. How long did he stay? A. I think he went home that night, or at least, he left the Delavan that night.

Q. Did you learn what he came for? A. I did not; no.

Q. Did you understand he brought some money from the city of New York? A. I did not at that time.

Q. Do you recollect whether it was before or after the passage of the charter? A. Well, it occurs to me it was after the passage of the charter; to the best of my knowledge and belief, it was after the passage of the charter.

Q. How long after? A. I couldn't say.

Q. Recollect whether it was before or after the passage of the tax levy? A. It was before the passage of the tax-levy bill; undoubtedly before that time.

Q. Did he have an interview with Mr. Tweed when he came to Albany on that occasion? A. He came there that night, at least he arrived in the evening, and I was alone in the room busy writing, and he came into the room and asked for Mr. Tweed, and I looked around and said, "sit down, I guess he will be in in a few minutes;" he sat down, and I can't say what he said after that.

Q. Did Mr. Tweed come into the room while he was there? A. Mr. Tweed was in Mrs. Tweed's apartments.

Q. Did he come into the room? A. Not while I was there.

Q. Do you know whether they had an interview or not? A. I do; they had an interview.

Q. Where was it? A. It was directly in front of my desk.

Q. Were you present? A. No; I came in from the adjoining room, saw them together and walked out again.

Q. Were they in a private room? A. No; where my desk was was a small room adjoining the parlor.

Q. Were they in there alone? A. Yes.

Q. You left them alone? A. I left them alone.

Q. What were they doing when you left them there? A. They were conversing.

Q. Did you see any money or any thing in their possession; any papers, documents, or any thing of any sort? A. No; I did not.

Q. You saw them but a moment, I suppose? A. I saw the gentlemen but a moment.

Q. Was this place where they were—was it a closed room so they would not be exposed to view? A. They were exposed to the large parlor, but there was no one in the parlor; I came from the adjoining room, and as I came to the door and saw them together, I walked out again.

Q. He came that evening and went away the next morning? A. Went away that evening again; he arrived say along at about half past five; I should say he arrived later than that; he arrived at ten o'clock at night and left before morning.

Q. Did you see them again after you left them in that little room?
A. No; I did not.

Q. Did you afterward see or learn any thing which indicated the purpose of John Garvey's visit to Albany?
A. Afterward, yes.

Q. How did you learn it?
A. On the trial of Mr. Tweed.

Q. You heard Mr. Garvey testify on the trial?
A. Yes.

Q. Was that the only time you saw John Garvey at Albany?
A. No; he was here another time, and spent three or four days.

Q. When was that?
A. Early in the season; it was before the Legislature got right down to work.

Q. Do you know the purpose of his being in Albany then?
A. I do not, sir.

Q. Did he have private intercourse with Mr. Tweed at that time?
A. I can't say that; I don't think he did.

By Senator SCHOONMAKER:

Q. Did Tweed have a financial secretary?
A. Well, I don't know that he did.

Q. Or a secretary who had charge of his account books?
A. I don't know. I know of the leverage used to pay the bills generally, bills of the hotel, and other bills, etc.

Q. Did he keep books of account?
A. That I don't know.

By Senator BRADLEY:

Q. Recollect whether Senator Woodin was on any committee with Mr. Tweed?
A. I do not.

Q. I wish you would give a little more definite idea what you learned by the messages you delivered, orally or otherwise, to the Legislature, as you have referred to; you said in relation to bills, you recollect that bills were sent with requests to move bills?
A. A request to move a bill or a request to agree to an amendment, or something of that character; they were all oral; I brought no written messages.

Q. Were these messages that you thus delivered—did they relate to city bills, or any bills excepting New York bills?
A. Yes; Mr. Tweed was deeply interested in the charter of Buffalo; it occurs to me the Erie district was represented by a republican member, and the organization there requested Mr. Tweed to take charge of the amendments to the charter.

Q. You knew Mr. Lewis was the member from that district? A. That is correct.

Q. Were you ever requested by Mr. Tweed to solicit Senators to come to his room? A. Never in my life.

Q. Did you ever know of Mr. Tweed's being in Mr. Winslow's room? A. Never to my knowledge.

Q. Do you recollect any of those interviews you have referred to between Mr. Tweed and Mr. Winslow, taking place about the time John Garvey was in Albany? A. I can't locate these interviews at that time.

Q. Do you recollect of any interview between Mr. Tweed and Mr. Winslow after John Garvey was in Albany, the time you refer to when he went back the same night? A. I can't recollect any interview particularly at that time; Mr. Winslow's rooms were so close that occasionally he had no business other than to come in to get a cigar and walk out.

Q. Do you recollect of hearing any thing about a pool being made up in New York city for the purpose of aiding the Legislature in Albany, before John Garvey came to Albany on that occasion? A. Heard a rumor there; yes.

Q. Before he came to Albany? A. Yes.

Q. When he came to Albany did you have any suspicion that he came with funds? A. I did not; I never dreamed he was capable of carrying funds.

By Senator SPRAGUE:

Q. You have an indistinct recollection, you say, of Mr. Woodin being at Mr. Tweed's room on one occasion; was that a public meeting or a private meeting? A. A public meeting.

Q. At whose request did you understand Mr. Tweed was acting in reference to the Buffalo charter? A. At the request of Mr. Warren, who represented the organization in the city of Buffalo.

Q. The democratic party? A. Yes.

Q. Was there any man connected with Mr. Tweed who was known as Mr. Tweed's confidential clerk or confidential man? A. That I can't say that any one was more confidential than another; we each had our particular business to perform.

Q. Who took charge of Mr. Tweed's money matters? A. The only money matters I knew Mr. Tweed to have were in relation to his expenses, which were paid by Mr. Leveredge.

Q. Know whether Mr. Tweed kept a bank account or a banks' account? A. Yes.

Q. In what bank? A. The Broadway Bank and the Tenth National Bank.

Q. Any one draw checks besides himself; did Leveredge draw checks? A. I never saw one.

By Senator BRADLEY:

Q. Where did you say Mr. Gillespie was? A. I can't say where he is; I saw him about two years ago; he is a surveyor.

Q. Have you heard that he had gone away from New York? A. No, I think he is New York somewhere; he resided in Albany, when Mr. Tweed employed him; I don't remember his first name.

By Senator SCHOONMAKER:

Q. What were the relations between Mr. Tweed and Senator Winslow; were they intimate or otherwise? A. Friendly, I guess; Mr. Tweed, in the afternoon, was very anxious to avoid any one; he generally retired to the private suite of rooms; the other rooms were always open; there was a sideboard there.

Q. Refreshments? A. Yes; it would be very hard to recollect parties who were there; they were from all parts of the State; all parties, high and low; I paid little attention to them, except I had some business with them.

By Mr. SPRIGGS:

Q. That winter did Mr. Tweed have a great many people here who were here on his account? A. Yes.

Q. And he had fortified himself? A. Yes.

Q. There was a large number here who were considered his special retainers? A. Yes.

Q. And they were mostly from New York city, I suppose? A. Yes.

Q. Other cities? A. I couldn't say from other cities; I knew those from New York.

Q. The meeting, you say, you have a very distinct recollection of seeing Senator Woodin at was a final meeting of the committee, and it was a large meeting, and the apartments were full? A. Yes; Horace Greeley was there.

Q. Mr. Tilden there? A. I don't think Mr. Tilden came in there.

Q. It was a full meeting, largely attended, and you don't recollect distinctly whether Senator Woodin was there or not? A. Yes.

Recess until 4 P. M.

CONGRESS HALL, ALBANY, *April* 30, 1877 — 4 P. M.

ABRAM VAN VECHTEN, being duly sworn, testified as follows:

Examined by Senator CARPENTER:

Q. Where do you reside, Mr. Van Vechten? A. I live in Albany, sir.

Q. How long have you resided in Albany? A. Always.

Q. How old a gentleman are you? A. I am over fifty.

Q. What is your occupation? A. I am a lawyer by profession.

Q. Practice law in Albany? A. I keep an office; I have practiced a good deal; I can't say that I devote a great deal of my time to the practice of the law now, I am engaged in other kind of business; I am in the iron business.

Q. Did your practice lead you to take any interest in legislative matters? A. Not of late years; it used to.

Q. Has it been your practice for the last twenty years to appear before committees of the Legislature? A. Yes, sir; until within the last three or four years.

Q. It has been your practice to advocate bills with individual members of the Legislature also? A. Well, I don't know; I have often been retained to look after and protect interests in the Legislature.

Q. Retained in that way you would appear before a committee of the Legislature? A. Yes, sir; or any legitimate way in aiding or assisting in the passage or defeat of bills.

Q. Conversed with members of the Legislature personally? A. I have, very often.

Q. In advocacy of, or in opposition to, bills? A. Yes, sir; but not of late years; I used to do that; I have paid very little attention to it of late years.

Q. Did you practice as late as 1870? A. Yes, sir.

Q. What was it as late as then? A. In 1870 there were matters before the Legislature in which I took an interest, in which I was retained, to look out for their interests.

Q. What were they, Mr. Van Vechten? A. The principal interest I was retained for was the Erie railway interest; I was retained by them.

Q. Were you retained to look after any bill or measure, before the Legislature, in regard to the government of the city of New York?

A. No, sir.

Q. Were you retained to take any interest in, or did you take any interest in, the measure known as the Tweed charter? A. I did not; I took no special interest in it; no, sir.

Q. Did you take any special interest in the bill before the Legislature known as the election bill? A. No; no special interest.

Q. I refer now to the session of 1870? A. No, sir; I did not; I was not employed by anybody to take any interest in those bills.

Q. Did you take any interest in the proposed charter for New York? A. No, sir.

Q. Known as the "Huckleberry charter?" A. No, sir.

Q. Did you have any conversation with members of the Legislature with regard to those bills? A. I don't think I ever did; no, sir, unless it may have been general conversation; no special conversation with any of them in regard to it.

Q. Did you urge any member to vote for or against any of the three bills I have named? A. No, sir; I have not.

Q. Are you acquainted with Wm. M. Tweed? A. Yes, sir; I am.

Q. Acquainted with Senator Woodin of the present Senate? A. Whether I was acquainted with Senator Woodin that winter I could not say.

Q. You were acquainted with Senator Winslow? A. Was he in the Senate that winter for the first time?

Q. Yes, sir? A. I couldn't say positive whether I was or not. Mr. Tweed I knew; he was a director of the Erie railway, and my connection with the Erie railway necessarily brought me to a certain extent in contact with him.

Q. What bill was before the Legislature that winter affecting the Erie railway? A. That would be a very hard matter for me to answer.

Q. Were there several? A. For three or four years I was retained by the Erie Railway Company, and it would be very difficult for me to separate the legislation of one year from another, or to remember.

Q. Don't you know what the nature of your employment was? A. It was to look after and prevent any damaging legislation, any legislation supposed to be damaging to that company, and to look out for their interests generally before the Legislature.

Q. Have you any knowledge of any money being used or promised to any member of the Legislature to affect legislation in regard to the Erie railroad that winter? A. No, sir; I have not.

Q. Do you know of any money having been given or promised to any member of the Senate, or the Legislature of that winter, to influence his vote on any of the bills named — any of these New York bills that have just been named? A. No, sir; I do not.

Q. Do you know of any fact or circumstance of any money being used or promised, or any valuable thing given, to influence the vote of any Senator on any of those bills, and, if so, state the fact or circumstance? A. Well, I know of this circumstance, sir: I was in the habit that winter, and, I think, of other winters, of frequently cashing checks for Mr. Tweed; that is, he would frequently send checks to me to draw the money for him out of the bank.

Q. Did you cash any checks for him that winter? A. I think I must have done it, but I would not be positive; but whether the money realized on those checks were used with the members of the Legislature, I do not know any thing about; what moneys I did draw, was either handed to him directly, or the agent, clerk or secretary, or whoever it might be, who brought me the check to get the money on, and I think I may have indorsed the check, and sent him to the bank with it; but my impression always was that a great deal of that money was used entirely outside of the Legislature, without being able to state any specific fact; my impression was there was used a great deal of money to induce them to kill the young democracy charter — the men opposed to it, to change their views.

Q. That is a matter of supposition? A. It is a mere impression of mine; it is a fact of which I have no knowledge.

Q. Have you any record or memorandum of checks cashed for Tweed? A. Not at all; the checks were sent to me, and I drew the money on them, or else I indorsed the checks, and gave it to the party who gave it to me, and he went to the bank and drew the money.

Q. Do you remember the amount of any check you cashed? A. I do not.

Q. Do you remember about what amounts they were? A. No; I guess some of them were pretty large amounts; well, \$5,000 or \$10,000; I could not give the amounts; it is a thing that has passed entirely out of my mind.

Q. It was no unusual occurrence for you to cash checks for Tweed

for three or four years? A. I could not say for three or four years; it was no unusual circumstance for me to cash checks for him; I remember having done it frequently.

Q. What is your best recollection in regard to doing it in 1870?

A. Upon my word, I could not tell; Mr. Tweed was in the Senate here, how long, four years, was it not? I think more than likely I cashed checks for him in 1870, but I could not say positively; I kept no record; no memorandum of it at all.

Q. Can you state the year in which you are certain you cashed checks for him? A. No, I could not say; I have no doubt I did in 1870, and I have no doubt I cashed checks for him every winter he was here, yet I could not certainly state so.

Q. State, as nearly as you can, the amount of money you furnished him on his checks in 1870? A. That I could not state; I could not state that all, sir; I rather think they were checks for considerable amounts, and I think he wanted generally large bills for his checks.

Q. To the amount of \$100,000 or \$500,000? A. No, sir.

Q. The aggregate for the session of 1870? A. No; no such sums as that.

Q. It would be more than \$1,000? A. Yes; probably more than that.

Q. Should you think \$100,000? A. I don't think I ever cashed a check for that amount.

Q. Not one check; the aggregate for that winter? A. I couldn't answer that; I have no record or memorandum of it.

Q. Would it be \$300,000 to your best recollection? A. No; I don't think I have cashed checks for him for any such amounts.

Q. I am speaking of the aggregate, now, for the winter; do you know what was to be done with the money? A. No; no idea at all; as I tell you, I had an impression on my mind that a good deal of money which he drew here during the winter was used to buy up the young democracy.

Q. What part of the winter or spring were they cashed? A. During the course of the winter; I could not say.

Q. Do you remember at the time of cashing those checks, or any of them, there was some immediate measure affecting New York city before the Legislature? A. No; I don't think I could say that.

Q. Why do you say you thought he needed the money to buy up the young democracy? A. I did not say that I thought he wanted the money for that purpose, but I said this, that I was always under

the impression that he used a great deal of money in this contest that was going on.

Q. What gave you that impression? A. As I say, there was an immense number of politicians here from New York; the current at first was strongly in favor of the charter, in opposition to Tweed, and I know it was my impression that the opinion of a great many of those men was changed, and I supposed it was changed by the use of money; that is the impression formed on my mind at the time.

Q. You have no evidence of that? A. No, sir; they were a class of men that I thought were —

Q. That was simply rumor, was it? A. Well, simply rumor; I had no knowledge of it; I never knew of his paying a cent to any of them.

Q. Was the money drawn about the time the Huckleberry charter was before the Legislature? A. I guess that was pending here sometime, but I could not remember.

Q. Do you remember whether you cashed his checks before or after those bills were disposed of? A. I couldn't tell you when that bill was disposed of; no, sir; I couldn't answer that.

Q. Was the cashing of the checks connected in your mind with the defeat of that charter? A. No; I did it as I frequently did it for other parties here in Albany; perhaps not for so large amounts.

Q. How many different times during that winter did you cash his check? A. That would be impossible for me to answer.

Q. A great many times? A. Well, no, not a great many times.

Q. On twenty different occasions? A. No, perhaps three or four times.

Q. What was the amount of those checks you cashed for him that winter? A. That I could not tell you.

Q. Over \$100,000? A. It is under \$100,000; a good deal under that.

Q. Over, or under \$50,000? A. It must have been under \$50,000.

Q. Was it fifty as near as you can get at the amount? A. Well, now, Mr. Senator, all I know is I was in the habit of cashing his checks, but I don't think that I ever cashed any check to the amount of \$10,000; I may have to the amount of \$10,000, and I may have to the amount of \$20,000; I know I would cash his checks for whatever he sent to me; if he sent me a check asking me to cash it for him, I would do it; I supposed he was perfectly responsible, and that his check was good.

Q. How would you cash his checks? A. I would take it to the bank, and get the money, or else I would indorse it, and give it to the party who brought it to me, and he got the money.

Q. Who brought it to you? A. Some of the men connected with Tweed, or hanging about him.

Q. Do you remember the names of any person? A. No.

Q. You would hesitate a little about drawing \$50,000 and handing it to the messenger boy? A. If it was as much as that, I think I would have taken it to him; I don't think that I ever cashed a check for him for \$50,000; no, I am certain I did not, but on reflection, I doubt if ever I cashed a check for over \$10,000.

Q. Do you remember the name of persons who came there? A. No; frequently they would be brought to my house before I left my house in the morning, with a request for me to get them cashed for him.

Q. Did the man who brought the checks wear a mask? A. No.

Q. Or come in disguise? A. No, but as I say Mr. Tweed had about him a good many men, secretaries or messengers, I don't know what, men that I did not know at all; checks were never brought payable to me or my order nor to any individual; I guess they were payable to his own order; I may very likely have put my own name to the back of them, and I might not have done it.

Q. Didn't you know for what purpose the money was to be used? A. Not the slightest.

Q. Have any conversation with him in reference to what they were to be used? A. Not the slightest; he never asked me to assist in the New York legislation, and I had nothing to do with it.

Q. Do you remember of receiving any of those mysterious checks about the time the New York charter bill was before the Legislature, known as the Tweed charter? A. Well, I don't know how long that was before the Legislature.

Q. Or shortly after the passage of that bill? A. I don't think it was shortly after the passage of that bill, because I think it was earlier in the winter; I don't know when that bill did pass; I do not think I asked any of his checks the latter part of the winter at all.

Q. It passed April fifth; do you remember whether you cashed his checks before or after April fifth? A. No, sir, I could not.

Q. You cannot remember what bill was before the legislature about the time? A. At the particular time when I cashed it?

Q. Yes, sir. A. No, sir, I cannot.

Q. Did you take any interest in the tax-levy bills of New York?

A. No, sir.

Q. Did you have any conversation with Senator Woodin that winter in reference to New York city matters? A. No, sir.

Q. With Mr. Winslow? A. No, sir; they were matters in which I took no sort of interest; I had no interest in them at all.

Q. Did you pay any money or raise any money for the purpose of the Erie Railway company? A. No, sir.

Q. To secure the passage of any bill? A. No, sir; my business in connection with that was simply I was paid a retainer, I believe, before the session commenced, or about the time it was commenced, and was paid afterwards.

Q. Do you remember what you paid that winter for legal services?

Senator SPRAGUE — By the Erie road?

The CHAIRMAN — Yes, sir.

Senator SPRAGUE — Is that competent?

The WITNESS — I don't know as I have any objection to answering it if I could remember it correctly; this cashing of checks had no connection with the Erie railroad; Tweed had nothing to do with that; as I say, the impression that I always had was, that a good deal of that money was used by these New York politicians; without knowing any thing about it, that was the impression I always had.

Q. Do you know any thing about money being raised in New York city to aid the passage of any bill, or defeat of any bill? A. No, sir.

By Senator SCHOONMAKER:

Q. Were you retained by Tweed? A. No, sir.

Q. I mean for the Erie railway? A. No, sir.

Q. Who retained you? A. The president of the company.

Q. Who was he? A. Mr. Gould.

Q. Did you have any conferences with Mr. Tweed in regard to that retainer? A. Never; I don't know that he ever knew I had it; he knew of course that I was interested in any legislation affecting the Erie railroad.

Q. Did you have any conversations or conferences with him in regard to the Erie railway matters? A. Yes, sir; I undoubtedly talked to him in reference to bills pending here which affected the Erie railway.

Q. Do you remember that you did? A. I don't remember distinctly that I did, but I have no doubt but I did; he was a director of the company, and interested in the company, and I have no doubt that I did confer with him.

Q. Do you mean to imply that the checks you cashed were for Erie railway purposes? A. No, sir; I know that they had nothing to do with the Erie railway; it was a mere matter which I have often done for other parties.

Q. No matter about that? A. The checks were cashed here in the city by an Albany bank.

Q. A negative answer was sufficient for that question; were you connected with a bank in Albany at that time? A. No more than keeping a bank account.

Q. I mean as an officer of a bank? A. No, sir.

Q. Or a director? A. No, sir.

Q. Did you take the checks or send them to any particular bank in Albany? A. Yes, sir; they were always cashed at my own bank.

Q. Which one was that? A. The Mechanics and Farmers'.

Q. You stated that Tweed usually desired large bills; how large were the bills that he desired? A. Well, they were probably bills of over \$100.

Q. What is your recollection as to the size of the bills? A. My recollection is that he wanted large bills; when I say large bills, bills of \$100 or over.

Q. Do you recollect any bills of the denomination of \$1,000? A. Well, I could not say; I think, when I went to the bank myself, I saw the cashier of the bank, and asked him to have the check cashed for me, and the bills would be done up in a bundle, and I don't think I ever counted them or examined them at all, when I drew the money in that way.

Q. How do you know they were large bills? A. Because I generally asked him to get me large bills.

Q. Did you ask for bills of \$1,000? A. I don't think I did.

Q. Did you have any understanding with Tweed in reference to cashing checks for him? A. No, sir; not at all.

Q. Was Mr. Tweed unknown at the bank? A. He was, undoubtedly, known by reputation; the checks were checks on a New York bank.

Q. Why was it that the checks were sent to you to be cashed? A. Because he knew me; probably knew that I kept a bank account

and knew that I was known at the bank here ; I know of no other reason.

Q. Was there any understanding between you on the subject? A. Not the slightest ; it was done as a mere matter of favor to him, as I would for any gentleman whom I knew to be responsible.

Q. Do you say the checks were payable to your order? A. They were not payable to my order, I know that ; I think they must have been payable to his own order ; I am very sure they were.

Q. You never cashed these checks with your own funds? A. No, sir ; I merely took the checks to the bank and drew the money on them ; either drew the money on them myself, or else would indorse the check if it was not for a very large amount, and handed it back to the messenger and told him where to get the money, and the bank would cash the check on the strength of my indorsement.

Q. At that time did you know who the messenger was that brought these checks? A. I must have known it was some of Tweed's hangers-on.

Q. Do you remember his name? A. No, sir.

Q. Was his name John Leverich? A. I know John Leverich ; whether he ever brought me a check or not I could not say ; but I knew that there was such a man here.

Q. Did you know Charles M. Clancey, the man who was examined here to-day ; he was one of his secretaries at that time, or clerk? A. I may have known him ; yes, sir, I guess I did know Clancey.

Q. Do you remember whether he brought you any checks? A. No, sir.

Q. Do you remember Cornelius Corson? A. Yes, sir.

Q. He was one of Tweed's clerks? A. Yes, sir ; I think he was.

Q. Did he bring you any checks? A. Upon my word, Mr. Senator, I could not say.

Q. Did you know Gillispie? A. I do not remember knowing any such man.

Q. Did you hand any bills to any such persons that I have named, Carson, Clancey, Gillespie or Leverich? A. I couldn't say, sir ; I think possibly I may have gone to the bank with the parties who brought me the checks, and drawn the money and handed it to them ; but as I say, it is a thing that is entirely out of my mind.

Q. Do you mean to say, or do you not, that in the aggregate you drew, or assisted in drawing, as much as \$100,000 on Tweed's checks? A. I don't mean to say that I remember of having drawn any such amount that one year.

Q. I speak of that one year? A. That I could not say; I cannot disconnect my cashing checks that winter from any other winter.

Q. You stated that it was your impression that the change was produced in the attitude of the young democracy by the use of money?

A. That was the impression formed on my mind at the time; in plain words, I always imagined the young democracy outside —

Q. Please stop a moment; I don't ask for your imaginations? A. I never saw any money paid them; when I speak of the young democracy I mean New York politicians outside of the Legislature.

Q. Name some of the men prominent as leaders of the young democracy at that time? A. I think Mr. Morrissey was prominent as a leader, and I think before the thing was over the troops deserted him and left him alone, and I always supposed money did that.

Q. Name some of them? A. They were men I did not know.

Q. Could you name any other? A. They were men of no acquaintances of mine.

Q. You do not mean to say there was any change of opinion in Mr. Morrissey? A. No; I think Morrissey's troops deserted him before the fight was over, and he stood pretty much alone, and I have no doubt the examination of the books of the Delavan House will show that Tweed paid an enormous amount of board bills, that winter, for different people; this is no knowledge, merely an impression formed on my mind at that time that I have retained to the present time; I think in that fight between Mr. Tweed's party and the young democracy, with one it was a struggle to keep power, and with the other to get it; my impression was there was a great deal of money spent; Mr. Morrissey was a leading man among them, and my impression was, a great deal of money was used to steal Morrissey's troops away from him; they came here and agreed with Morrissey it was a bad thing to pass the Tweed charter, as it was called.

Q. Were you connected with any political party that year? A. Yes, sir.

Q. Which party? A. The republican party in politics.

Q. What brought you and Tweed together, being of opposite parties? A. As I am in connection with the Erie railway, to a certain extent, it brought me in contact with Mr. Tweed, but not in connection with such matters.

Q. You have stated the cashing of checks had no relation to, or connection with, the Erie railway? A. Yes, sir.

Q. What was it brought about the intimacy between yourself and Tweed in other matters? A. There was no intimacy between us.

Q. Well, the confidential relations in regard to checks? A. I should hardly call that confidential relations; I had no confidential relations with him.

Q. Were you in any business that year except to look to the defeat or passage of bills? A. I had my law office.

Q. Did you give your time to the practice of law or to the business of legislation? A. I think I devoted considerable time that winter to interests in and about the Legislature; I am answering all the questions the committee put to me without any hesitation; I do not know to what extent power has been conferred upon them, but I would like to know whether it all has reference to the subject-matter of the investigation which they are called upon to investigate; I do not make any objections; I have not made any objections to answering a great many of those questions.

Q. Did you have any conversation with Mr. Tweed during that session in regard to the use of money? A. None at all.

Q. Did Mr. Tweed state to you, at any time, for what purpose he desired the money that you procured upon his checks? A. No, sir; he did not.

Q. Did he intimate in any way? A. Never intimated to me.

Q. Did he state to you that he desired the money for any purpose whatever? A. Not at all; simply asked me if I would get the money for him; sent to me and asked me to get the money on the check; no intimation as to what use was to be made of it or what he wanted of it.

Q. Did you understand from Tweed or otherwise, that he was anxious to secure the passage of the tax-levy bills? A. No, sir.

Q. Did he have any conversation with you in relation to the action of the republican senators? A. Not at all.

Q. I mean upon these bills? A. Certainly he never did; I don't think he ever asked me to assist him or do any thing towards it.

Q. Did you have any conversation with Tweed, after the adjournment of that session, in regard to these New York city measures, or the action of any republican Senator in respect to those measures? A. No, sir, I did not; I don't think I saw him after; I never saw Tweed except here in Albany.

Q. When have you seen him last? A. I have not seen him since his first trial; I have not seen him since he has been in custody.

Q. Have you had any communication with him? A. None at all; not a word or a line.

Q. Neither by letter nor through any other person? A. Not a word; no communication of any kind or description.

Q. Has he with you? A. Not at all; I do not know how long it is since that first trial took place.

Q. Did you receive money from Tweed to use in regard Erie legislation? A. Not at all, sir.

Q. Did you receive any thing more from him than your own personal retainer? A. I did not receive that from him; I received that from the company itself.

Q. Mr. Gould? A. Yes, sir.

Q. Did you receive money from any other person than Tweed to be used for the purpose of influencing legislation in regard to New York city? A. I did not, sir.

By Senator BRADLEY:

Q. Had you known Mr. Tweed before he came to the Senate? A. I don't think I had; no, sir; and yet I would not be certain; I might have known him; oh, I must have known him.

Q. I mean personally? A. Yes, sir; I must have known him personally before he came to the Senate.

Q. During the four years you was in the Senate, did you give considerable of your attention to legislation? A. I did to certain interests about the Legislature; yes, sir.

Q. Did an intimacy grow up between you and Mr. Tweed while he was in the Senate — what I mean by that is, an intimacy that made you personal friends? A. Well, no particular confidential intimacy between us; my connection with the Erie railroad, and the fact of his being a director, necessarily brought us into contact to a certain extent.

Q. Did you spend some portion of your time in Mr. Tweed's room with him? A. A very little time, sir; I never was in the habit of spending a great deal of time there.

Q. Your duties about the Legislature brought you in contact, I suppose, with the members of that body? A. It did with some of them; yes, sir, and it led me to keep an eye on what was going on generally.

Q. Did you endeavor to become acquainted with the members of the Legislature? A. Yes, sir; a great many of them I did not know at all, but some of them I did.

Q. Was your acquaintance confined mainly to members of the

Legislature belonging to the same political party you did ? A. Mostly ; yes, sir.

Q. Whatever influences you exerted for legitimate purposes of legislation was upon those members ? A. Well, no, I could not say that ; I think I would be likely to argue the question with the democrats.

Q. You would not as much as those you became acquainted with ? A. No, probably not.

Q. Your relations with Mr. Tweed, while he was here, enabled you to learn what his desires were in respect to New York legislation ? A. I think they would.

Q. You were friendly to Mr. Tweed ? A. Yes, sir.

Q. Did you endeavor to have your views harmonize with his upon the subjects that you recollect ? A. It was a matter of no consequence to me whether my views harmonized with his or not.

Q. You don't recollect that you did any thing counter to his wishes ? A. No, I don't recollect ; I mean in matters of this kind in which I was not concerned, in which I had no special interest.

Q. You know that he regarded you as his friend ? A. I think he did ; yes, sir.

Q. You regarded him as your friend ? A. Well, yes ; outside of politics.

Q. So far as you had any views or desires, with respect to legislation, you endeavored to obtain his aid as a legislator ? A. Yes, sir ; I should think very likely, I did.

Q. You talked freely with him on that subject ? A. Probably I did ; yes, sir.

Q. He did not neglect to advise you what he desired, did he, to enable you to aid, so far as you could, in your way, to do so ? A. I don't think he ever asked me to aid or assist him in any matters of city legislation at all ; I am very confident that he did not.

Q. Were not your services about the Legislature applied wherever they could be made available ? A. No, sir ; not by any manner of means.

Q. Wherever they could do the most good or produce the most wholesome legislation ; was not that so ? A. No ; I don't think I was quite so public-spirited as that.

Q. Can you tell why you were consulted by Tweed to indorse his checks ? A. I don't know ; I have not said I used to indorse his checks.

Q. Well, to cash his checks, if you please ? A. I know of no rea-

son other than this, Mr. Senator, that I had known Tweed, Tweed knew me, but knew that I kept a bank account, and possibly knew that I had passable credit in the bank, and probably knew that the bank would cash checks on the strength of my indorsement, or on my bringing them to them; I think, possibly, I may have put my initials also up in the corner.

Q. Were not other men having the same credit and the same facilities you had in Albany, to get the checks cashed? A. There might have been.

Q. Do you know of any reason why you were consulted by Tweed? A. I have no reason other than this, that Tweed knew me very well and knew I kept a bank account, and that I had credit at the bank, and he would ask me to get his checks cashed.

Q. Didn't you understand that it was a transaction of a confidential character that Mr. Tweed did not desire to have exposed, and he had that confidence in you that you were the one he selected to do it? A. Not at all.

Q. Had you any idea of that kind? A. Not at all; any thing more than any stranger had who should come to me and ask me to get the money on his check.

Q. Didn't you understand the use designed to be made of this money was such that he would not desire to have it public? A. Not at all.

Q. Were things pretty easy about the Legislature that winter? A. What do you mean by "easy?"

Q. I mean so easy that it was not a matter of much importance, whether the use of money was exposed or not? A. I think it was not; I do not know how the members of the Legislature or the public regarded it; I should regard it as a matter of some importance.

Q. I understood you to say, that you had the impression that he used money to demoralize the young democracy? A. I did, sir, and, as I say, without being able to give any satisfactory reason for it; that was an impression formed on my mind that money did more with the outside influence from New York, with the young democracy to induce them to change their minds.

Q. You understand that sort of thing was being applied when you had those checks cashed, did you not? A. I cannot say that I thought much about it at the time.

Q. Didn't you understand that his desire was to get the charter bill passed and to get votes enough to pass it? A. I understand that

he wanted to beat the young democracy ; that I understood ; everybody that was about here understood that.

Q. By the passage of the Tweed charter? A. I don't know whether it was the passage of the Tweed charter exclusively.

Q. You knew that he desired to pass this charter that was passed? A. Yes, sir ; I knew that.

Q. Did you know there was some opposition to that charter? A. Yes, sir.

Q. In the Legislature? A. I knew nothing about that.

Q. In your communication with republican members of the Legislature, did you learn that there was opposition to it? A. I think there was opposition on the part of some of them.

Q. Of republicans? A. And yet I could not exactly answer that question ; I know that that charter was advocated by a good many republican papers ; I may be mistaken, but I think the Albany Evening Journal advocated the passage of that charter ; I think they annexed a condition to it.

Q. I don't care about the Evening Journal ; do you recollect there was opposition? A. Now, Mr. Senator, as I told you before, the passage of that charter or New York legislation was a matter that I took but very little interest in ; it did not concern me at all except as a member of the republican party ; I did not pay any attention to it, and did not solicit anybody to vote for it, and did not have any thing to do with it.

Q. Do you undertake to say that at the time you were not entirely aware of all the current events of legislation? A. Of *the* current important events in the Legislature.

Q. All exciting public attention? A. Exactly.

Q. Was not the subject of the charter exciting a good deal of attention? A. I think it was.

Q. At the time were you not entirely familiar with the whole proceedings and with the opposition to it, if there was any, and with the influences operating to pass this charter bill? A. No, sir ; I cannot say that I was.

Q. You had been for a great many years, at any rate, before the Legislature, had you not? A. I had been ; yes, sir.

Q. Giving your attention almost exclusively to matters of legislation, and you had become so familiar with legislation and the ways in which legislation was accomplished that you kept track in detail of the proceedings of importance? A. Of things that interested me,

in which I had an interest; in this I had no interest, except as a member of the republican party and as citizen, and I will say this, that the impression made on my mind at that time, that that charter of 1870, that it was about as good a charter as by possibility could be devised for the city of New York.

Q. Do you recollect of advising any of your political friends in the Legislature to support it? A. I do not remember of advising them; I think, very likely, I conversed with them on that subject.

Q. Didn't you understand there was such a desire to pass that charter that an opposition might be valuable? A. How do you mean, "an opposition might be made valuable?"

Q. Might be made valuable by rendering it productive to quiet opposition? A. That is the very point that I think Tweed made with the gentlemen from New York, who came up here to represent the city of New York; I think they were bought up when they got here.

Q. It was not necessary for the democratic party to have the support of the republicans of the Legislature, was it? A. Well, I don't know that they had the full support of the whole republican party.

Q. They did not need it, if they had the support of the republicans? A. I think the Senate was democratic.

Q. Did you, in any manner, learn that money was being used for the purpose of aiding legislation respecting any of the New York bills? A. No, sir.

Q. Did you learn, in any manner, that money was being used during that session to aid in the passage of these New York bills, the Tweed charter, or tax-levy bill; did you learn any thing upon that subject? A. I don't know any thing of the kind.

Q. Had you knowledge of any circumstances in that respect? A. Not at all; no, sir, other than mere gossip.

Q. Had you any reason why you did not give that charter your support and influence? A. There was no special reason why I did not give it my support, except that it was a matter that did not particularly concern me.

Q. You were a friend of Tweed's? A. Yes, sir; and I thought it was a good charter, and I think so still; I don't think the fault was in the charter; I do not think it possible for ingenuity to frame a charter that would be good if you put dishonest men into office.

By Senator SPRAGUE :

Q. Did you receive any information in regard to any improper influences being used in the Legislature in the session of 1870, of any person who professed to know any thing about it ? A. No, sir ; what I do not consider information — public rumor.

Q. From any person who professed to know himself of any transaction ? A. No, sir.

Q. Whatever information you got was from persons who got their information from others ? A. Yes, sir.

Q. You speak of money being spent among the young democracy by Mr. Tweed, as you supposed ; do you include in that any member of the Legislature ? A. No, sir ; as I said, awhile ago, the city of New York was represented here that winter by men on both sides.

By Mr. SPRIGGS :

Q. You do not include any member of the Legislature ? A. No, sir.

Q. In the winter of 1870 did you have any transactions yourself with Senator Woodin, or do you know of anybody who had, in which money or any other valuable thing was given or promised to induce his action, either on the Tweed charter or any other subject before the Senate ? A. Not at all ; and if I may be permitted to say, in justice to Senator Woodin, having had a good deal to do with legislation in years gone by, and heard a great deal of gossip and a great deal of scandal —

Senator SCHOONMAKER — No matter about that.

By the CHAIRMAN :

Q. Could you state, in a very few words, the important facts you have been testifying to ? A. I have been testifying to a great many things which are not important ; that is for the committee to judge.

AMASA D. BARBER, being duly sworn, testifies as follows :

Examined by the CHAIRMAN :

Q. Where do you reside, Mr. Barber ? A. In Utica.

Q. How long have you resided there ? A. Over twenty years ; in the county ever since I was a boy fifteen years old ; been in Utica about twenty-five years.

Q. Have you resided in the city of New York at any time during the past twenty years ? A. I have had a residence you might say

in both places, for that matter ; I have done business in New York, and had a summer residence in Utica.

Q. Did you hold any official positions in the city of New York ?

A. I was a harbor-master there for eight years.

Q. When was that ? A. Twenty-one or twenty-two years ago ; I went there under Governor Clark ; I cannot remember the year ; twenty-one years ago, I should say.

Q. At the commencement of the term ? A. I should say it was twenty-one or twenty-two years ago, without being able to give it exact.

Q. Have you held any official position since ? A. After that I was deputy collector of assessments.

Q. Was that an office under the city government of New York city ? A. Yes, sir.

Q. It was an appointive office ? A. Yes, sir.

Q. By whom were you appointed ? A. In the first place by Charles G. Cornell, McLean ; afterward by Mr. Tweed.

Q. You know Mr. Tweed ? A. Yes, sir ; very well.

Q. How long have you known him ? A. I should say, by sight, twenty odd years.

Q. You have taken an active interest in public affairs the past thirty years, have you not ? A. I have, to some extent.

Q. In matters before the Legislature ? A. Yes, sir.

Q. It has been your practice for the last twenty years to come frequently to Albany during the session ? A. I guess every winter, sir.

Q. Were you here in 1870 ? A. Yes, sir.

Q. Did you spend the winter here ? A. Most of the winter ; nearly all.

Q. Did you take an active part in advocating or opposing bills before the Legislature ? A. I was active in the interest of Mr. Tweed, so far as that was concerned ; we may as well get to that point.

Q. You favored the bills he wanted passed, and opposed the ones to which he was opposed ? A. Yes, sir ; there was one time, I shall have to say, I was in opposition to him a little ; at one time he became a young democrat.

Q. During the winter of 1870 ? A. Yes, sir ; if I recollect right.

Q. Can you mention the bills that you advocated earnestly that winter ? A. I could not, without I say the charter known as the

Tweed charter; it was not known much as the Tweed charter at that time; it was not so called, if I recollect right; there were three charters, if I remember, and I think I am right in saying there were three before the Legislature.

Q. There was the Tweed charter? A. I do not recollect it as such.

Q. You know it now as such? A. You refer to it as such; it has become famous as such since; there were three charters, one drawn by Judge Edmunds, the other by Judge Waterbury, and the other by George H. Purser; the one drawn by Purser was the young democracy charter; the Huckleberry charter by Waterbury, and the other by Judge Edmunds.

Q. Was that the one that was passed? A. That is the one known now as the Tweed charter.

Q. Did you take an active part in opposing the Huckleberry charter, the one drawn by Judge Waterbury? A. No; I don't know as there was any particular opposition to that; the issue was made upon the young democracy's charter.

Q. Did you have any conversation with members of the Legislature in regard to that charter? A. Well, I undoubtedly did, sir, with a good many.

Q. Did you use any arguments to cause them to vote against it? A. Well, I don't know as I used many arguments; if you want to know if I used any *money* or not—if that is what you are getting at—I will save you all the trouble of *getting* there.

Q. I will ask you first whether you used any arguments? A. I undoubtedly talked with them, but I do not know that I did; there was a sharp contest going on between the two factions of the democratic party in New York; in the start, in the House, the young democracy was largely in the majority.

Q. Do you know of any money being raised to defeat that charter? A. I shall have to object to answering that question, as I see the confession, reported to be Mr. Tweed's, puts me in a position of needing immunity; perhaps, if I knew what was needed, I could answer the question a good deal better; I want to know, in the first place, whether I need immunity.

Q. I don't know what you need? A. The whole examination is based upon a reported examination of Tweed's, and the testimony of John Kelly following it, in which it is said I need immunity; if I do need it (not being aware, however, I need any), I want to know how much I need, and where to go to get it; I did not know I needed any

on earth ; I may need it, as men do, hereafter, but I don't know I need any on earth ; I think it would be hardly fair to ask of a gentleman, put in that position, such questions.

Q. Do you know of any money being used ? A. I am advised by my counsel not to answer any such question as that in regard to the charter, or any thing else.

Q. Do you decline to answer ? A. Out of respect to you, gentlemen, I do not want to decline answering any question ; but I submit it to you four gentlemen, whether it is proper to ask the question of me ; I leave you to decide that.

The CHAIRMAN — It strikes me it is proper to ask it.

Senator SPRAGUE — I can see no objection to the question.

The WITNESS — I must decline to answer it under the advice of my counsel.

Q. Do you wish to state any reasons for declining to answer it ? A. Simply upon the ground this document states, that I need immunity for something ; I don't know what, and by having it —

Q. I do not recognize the validity of the question ? A. You, gentlemen, ought to know better than myself.

By Senator SPRAGUE :

Q. If you cannot answer the question because you think it will criminate yourself ? A. No, sir ; I do not make any such answer ; I am notified by that article that I am needed for that reason, and I am not aware that I am ; if there is any thing in his confession that requires it I want to know it.

By Senator BRADLEY :

Q. Can't you take immunity ? A. If you, gentlemen, can give it if I need it ; if I need it, I will take it.

Q. You decline to answer that question ? A. I do for the reasons I give ; not that I need immunity ; any question that I could answer pertinent to the subject under consideration, under advice of my counsel, I will answer any thing that relates to Senator Woodin ; I have no objection to answer ; I don't wish to be discourteous to you, gentlemen ; I don't do it with any other view than that I am advised by my counsel.

Q. Who is your counsel ? A. Mr. Adams, of Utica ; of the firm of Adams, Swan & Doolittle ; I showed him my subpoena and discussed the matter with him, and he told me not to do so ; he said if

I submitted the case to you gentlemen, he did not think you would insist upon it.

Q. Do I understand you to say that you will answer any question?

A. In relation to the subject of the resolution; that is, as I understand it, any question you ask me in reference to Senator Woodin or any questions that have been drawn out that impugn him in any way; I should hardly think you would hardly think it was fair, when it is bruited about in the press and everywhere else that I need immunity; I don't say that I do; I simply submit it as I supposed a proper thing for me to do; any thing that relates to the Senator I have no objection to answering.

Q. Do you know of any money having been given or promised to any member of the Legislature to secure the defeat of that charter; the defeat of the young democracy? A. No, sir.

Q. Do you know of any? A. I don't recollect of any.

Q. Do you know of any fact you can state bearing upon the question? A. I do not now know; I do not think I ought to be called on to go into a general matter of that kind.

Q. Do you know of any? A. I do not now recollect of any; there was a general talk of money being spent here that winter, as there has been every winter since I have been here.

Q. Did you advocate the passage of the Tweed charter? A. I don't know that I advocated it particularly; I don't know that.

Q. You worked for its passage? A. I don't know that I particularly worked for it; I don't now recollect that it required much labor for it; the other charters were out of the way; I don't recollect that I exchanged a word with any member on the subject, and my judgment would be that I did not.

Q. Do you know of any money having been raised to secure the passage of that charter? A. I do not.

Q. Did you pay, or promise to pay, any member of the Legislature for his vote or influence in that charter? A. No, sir.

Q. You know Senator Woodin? A. Yes, sir.

Q. You know Senator Winslow? A. Yes, sir.

Q. Did you have any conversation with either of those gentlemen in regard to the Tweed charter? A. I did not know Senator Woodin in 1870 or 1871.

Q. Then you had no conversation with him? A. I had no conversation with him; I never spoke to him in 1870 or 1871.

Q. Did you know of any money being paid or promised to be paid to him? A. No.

Q. For his vote or influence? A. I do not.

Q. Or to Senator Winslow? A. No, sir; I think I knew Winslow in 1871; I am not certain whether it was in 1871 or 1872; did not know him in 1870, except by sight, as I knew other gentlemen; did not know either of the gentlemen to speak to them in 1870, and it is barely possible I did know Winslow in 1871; I am not sure; Mr. Woodin I did not know till 1872, to speak to him.

Q. Did you hand any money to any person whatever to be handed to them? A. No.

Q. Did you promise any money for them? A. No, sir.

Q. Or either of them? A. No, sir.

Q. Do you know of any money being used to secure the passage of the tax levy for the city of New York, that was passed afterward? A. I don't know; I don't recollect of any.

Q. The same winter? A. I don't recollect of any.

Q. You have no knowledge, then, in regard to the use of money to secure the passage of any bill in the Legislature of 1870? A. I don't now recollect of any.

Q. Did you lend any money to any members of the Legislature that you remember? A. I might or might not; I could not say.

Q. Did you lend any large amounts? A. No; I may have lent a few hundred dollars.

Q. Did you lend a few hundred dollars to Senator Woodin? A. Never lent him any in my life that I am aware of.

Q. Or to anybody for him? A. No, sir.

Q. Senator Winslow? A. No, sir.

Q. To any one for him? A. No, sir.

By Senator SCHOONMAKER :

Q. When have you seen Mr. Tweed last? A. I saw him just before he went over to Spain, a little while on Blackwell's Island; I think a short time before that; before the trial, I should say.

Q. You mean after his conviction in New York city? A. Yes, sir.

Q. Was that the last you have seen of him? A. Yes, sir.

Q. Have you had any communication in any manner with him since then? A. I have had.

Q. By letter? A. Not by letter, but through friends.

Q. Through other persons? A. Through Mr. Dewey and other friends that were communicating with him.

Q. Have you had any communication with him since his return to New York, in November last? A. Yes, sir.

Q. From whom? A. Through several parties.

Q. Name them? A. Through Mr. Bryant and Mr. Dewey.

Q. Give the full name? A. I cannot give the full name of Mr. Bryant; Fitz James Bryant; some gentlemen here may remember his name; Carolin O'Brien Bryant; I may have with several other gentlemen who go there; with Judge Campbell of New York, I think, and with several gentlemen who were in the habit of visiting him.

Q. I only ask you for their names; Foster Dewey? A. Foster Dewey.

Q. Name some of the other gentlemen? A. I don't know as I could; I have named three, I think; I don't think of any other now except those three.

By Senator BRADLEY:

Q. You have named four? A. Dewey, Campbell, Bryant; I have talked with other gentlemen who went there to see him, but I do not now recollect who they were; they were persons who went there in a friendly way.

Q. Has Tweed sent any messengers to you? A. Not particularly messengers.

Q. Any word or communication of any kind? A. No, sir; I do not know that I could say that he did; in the course of the conversation with both Bryant and Dewey the subject of his getting released was talked of by making certain remuneration to the city, and by making a satisfactory explanation, so far as he could, of matters relating to the city; it was talked not so much between Dewey—

Q. Were you seen by Bryant in relation to a supposed statement by Tweed? A. Yes, sir; I was.

Q. Were you requested to assist in refreshing his memory? A. I am not aware that I was.

Q. Or to aid in recalling any facts or circumstances to his memory? A. Not that I recollect.

Q. Were you consulted on the subject of his proposed statement? A. His proposed statement related to matters—

Q. Were you consulted on that subject? A. No, I don't know

that I was ; the proposed statement, so far as I heard, related to city matters ; I understood he made a certain statement to Bryant.

Q. How early were you spoken to on that subject ? A. Before he got back from his little pleasure trip out to Spain.

Q. Who was it ? A. With Mr. Bryant ; Mr. Bryant made the suggestion.

Q. Were you spoken to again after his return ? A. Several times by Bryant.

Q. Did he speak to you in behalf of Tweed after his return ? A. Yes, sir ; it was in Tweed's behalf, as a matter of course.

Q. Claiming to represent Tweed ? A. He was representing him so far as saying that he was anxious to do any thing he could.

Q. Did he claim to represent Mr. Tweed ? A. I should say to a certain extent he did in his conversation with me.

Q. Were you inquired of as to your recollection of any matters that would likely be set forth in the statement ? A. No, sir ; nothing of the kind ; no recollection of any thing of that kind.

Q. On what point were you consulted ? A. As to the letter ; I was shown the letter which he submitted to O'Connor.

Q. Not the letter ? A. Then it was an amended letter ; then as to giving up his property.

Q. Were you consulted on that point ? A. Yes, sir.

Q. On what other point were you consulted ? A. Nothing on any thing that I am aware of but that.

Q. Were you in Tweed's confidence during the legislative session of 1870 ? A. I think I was, sir.

Q. You were holding office under him at that time ? A. Not then ; I think he had not come into office ; Mr. McLean was in.

Q. You held an office that was procured to you by his aid ? A. I do not know that it was ; I received my office in the first place from Mr. Cornell, and afterward from Mr. McLean ; I suppose he was friendly to me.

Q. Were you in Albany for the purpose of aiding Tweed during that session ? A. I was, sir.

Q. You were here for that purpose and no other ? A. Well, that was pretty general.

Q. That was your principal business ? A. Yes, sir ; that might be the answer.

Q. Did you aid him in matters of legislation during that session ? A. I did sir, a period — tried to.

Q. Did you hold frequent conversations with him in regard to legislative matters? A. Yes, sir.

Q. Did he discuss with you the subject-matter of bills before the Legislature? A. Well, to some extent.

Q. Did he discuss with you the means that were proper to be used to defeat or secure the passage of the measures? A. I could not say now how far.

Q. I don't ask how far; did you discuss those matters; those points? A. It is possible we did; I do not now recollect.

Q. Did he indicate to you what means he thought important, or desirable to be used for that purpose? A. I do not now recollect any particular means he indicated.

Q. I ask whether he indicated them? A. I don't know that he did.

Q. Did you apply or use any of the means that he thought proper to be used? A. Very likely; if he suggested any thing, I might have done it.

Q. Was the use of money one of the means indicated by him? A. I don't recollect his indicating the use of money.

Q. Was the matter of a fund of money being raised in New York city, a subject of conversation between you and Tweed? A. No, sir.

Q. Had you knowledge of a fund of money being raised there? A. No, sir; oh! I say this; I say there was always money raised there; the departments were assessed every winter some amount; I do not know what it was; I may have known, and may not; I could not say that I did; I would alter that statement and say that there was.

Q. Always was? A. Always has been.

Q. Was that winter? A. I think there was that winter and every winter.

Q. How large was the fund? A. I don't know.

Q. Were you assessed? A. I could not say any thing about it.

Q. Did you contribute to any fund? A. I suppose I did; there was an assessment made on the bureau.

Q. How much did you contribute? A. I could not say; it was assessed upon the bureau of which I was one.

Q. What was the amount received by you in the way of fee and salary at that time? A. This was a fee office; you will have to excuse me if I go into details.

Q. I don't want any detail? A. It depended upon the amount of business; the street openings that came.

Q. In 1870? A. In 1870; I see Tweed states the amount; I think he is entirely mistaken.

Q. That is not the question? A. My remembrance would be that I got just about half the amount he states, for the reason the number of appointees were increased to ten instead of standing at five, as it did before.

Q. Your recollection differs with his? A. Only in that respect; it might have been eight or nine, but I think it was ten.

Q. Were you ever in Tweed's private apartment in the Delavan that winter? A. Frequently; almost daily.

Q. Did you see the safe in there? A. I think there was one there, but I don't recollect.

Q. Do you recollect for what purpose it was there for? A. I suppose for the purpose of keeping money.

Q. Did you see any in it? A. No, sir.

Q. Did you see John Garvey that winter? A. I don't remember.

Q. Did you learn the fact that he was here? A. I might and I might not have seen him.

Q. Did you learn the fact that he brought money to Albany? A. Only what I have heard since; I did not know at the time he did.

Q. Do you refer to his testimony? A. I read the testimony of John Garvey, or some Garvey, that said John Garvey came up here.

Q. Did you learn at that time, or during that session, that John Garvey brought money to Albany? A. I don't recollect that I knew any thing about it at the time; I have no recollection about it.

Q. You were in Albany during most of the time during that session? A. Yes, sir.

Q. And were intimate with Tweed? A. Yes, sir.

Q. And was well acquainted in Albany? A. Yes, sir; I was.

Q. Can you state why Mr. Van Vechten was employed to procure checks to be cashed? A. Only from what I have heard him say here.

Q. Have you any other knowledge? A. No, sir.

Q. Were you aware, at that time, that he was cashing checks for Tweed? A. I do not know that I was; I have no recollection of it.

Q. Did you procure any checks to be cashed? A. I don't think I did, sir; it is possible I did through him or some one; Mr. Tweed might possibly have given me a check.

Q. Do you recollect that he did? A. I don't recollect that he did, either through him or any one else; it is not an uncommon thing; I

sometimes wanted some money myself and I have given Van Vechten my check, not being acquainted at the bank.

By Senator BRADLEY :

Q. I understood you to say you did not know Mr. Woodin till 1870 or '71; do you mean you had no personal acquaintance with him?

A. None whatever.

Q. Did you know him by sight? A. Yes, sir.

Q. You say the same in respect to Mr. Winslow? A. I say the same in 1870; I am not entirely certain I did not know Winslow in '71, but I did not know him in '70.

Q. Were Mr. Tweed's rooms a place of resort for members of the Legislature to any extent? A. Yes, sir; very largely so; he had two parlors; one or the other was always kept open.

Q. So far as you observed, what was the purpose of their gathering or coming to his room? A. A good many of them came to get a cigar; he kept good cigars and had a good sideboard; he kept open house.

Q. Did you see Mr. Woodin or Winslow there? A. Never saw either of them there that I recollect of.

Q. Did you know of any intimate relations existing between Woodin and Tweed during, say, the session of 1870? A. I do not know of any relations existing between them.

Q. Or Mr. Winslow? A. No, sir, I do not.

Q. I think you were asked if you knew of any influences or money being used to defeat the young democracy charter; did you answer that question? A. I don't remember if I answered it or not; the stenographer can tell.

Q. Did you know of money being used? A. Rumor said there was some.

Q. Did you have any personal knowledge on that subject? A. I don't recollect now; I don't think you had better go into that, for that is hauling right off again, where I may need immunities, if he is around.

Q. You might take it if you wished it? A. No; not until I know what I want it for.

Q. Did you understand that the passage of the charter that was passed depended somewhat upon the defeat of this young democracy charter, which had been previously introduced into the Legislature? A. Well, it will be a very reasonable conclusion to come to, saying

nothing about what I might have understood or thought; there were three charters there; I don't recollect as to the order of introduction, whether they were all in at once.

Q. I inquire whether the defeat of the young democracy charter was a part of a scheme for the passage of the charter that was passed?

A. No; I don't know; I don't recollect in what order they were in, but if I am right, there were three charters there, and there was considerable time elapsed after the defeat of the young democracy charter; it appears to me, I should say now, there was nearly a month elapsed; I should say two or three weeks, any way, before the passage of the other charter; before the other charter was perfected and passed.

Q. For what purpose were those assessments on those bureaus in New York city? A. There were large expenditures here; there were a great many persons here under pay; outside parties; a very large number; they were paid their expenses here, and probably other amounts.

Q. What I wish to learn was, whether it was understood at the time these assessments were paid by you that it was to be used for the purpose of influencing legislation? A. To be used here in reference to their interests here, and without specifying what; I do not know as there was any interest; I had nothing to do with the raising of the money, Senator; I had no knowledge of it, after the money was raised in the bureau at the end of the month, I would not know it for two or three months afterward; I did not know any thing about it; it would be taken out of the fee at the end of the month, or two months, when it was paid.

Q. You learned of the division in the amount received? A. They would say so much had been assessed on the bureau.

Q. Whether you understood the purpose for which it was to be used, and whether that purpose was to aid legislation at Albany in the city matters? A. I might have learned that when I come to get there; yes, sir; I might have known it before that it was to be used, for money was taken from there for that purpose.

Q. Whether any part of it was to be used for corrupting members of the Legislature, or inducing member of the Legislature, by directly giving it to them to vote upon bills? A. No, sir; I have no knowledge of any thing of the kind.

Q. Have you any knowledge of any circumstances that would tend to show that any money came to the hands of Mr. Woodin in any

manner, for the purpose of influencing his action in respect to the city legislation of the session of 1870? A. No, sir.

Q. Or Winslow? A. No, sir.

Q. You have heard reference made to \$200,000, that is said to have been sent to Albany, or in Albany, paid to Mr. Winslow for distribution? A. Yes, sir, I have heard of that.

Q. Did you learn or know any thing of that in the winter of 1870? A. No, sir.

Q. Have you any knowledge on that subject, or any circumstance on that subject, that you can state? A. No, sir.

Q. None whatever? A. None whatever.

Q. You were pretty familiar with the details of legislation in 1870? A. Yes, sir.

Q. Did you know there was opposition to this charter which passed, while in its progress through the Legislature? A. The charter called the Tweed charter?

Q. Yes, sir? A. I should say no; there was very little or no opposition to it.

Q. Do you know what the views of the republican Senate was upon that bill that came into the Legislature? A. I know there was a caucus of the republicans, I suppose of both branches of the Legislature; I have no recollection now whether it was composed of both or not; my memory would be, there was a caucus called some considerable time before it was passed, and that there was an expression in favor of the passage of the charter; a unanimous one, or nearly so.

Q. Wasn't it understood that that was a measure of a portion of the New York democracy—that portion which was opposed to the young democracy; was it not so understood? A. I believe all the democrats were in favor of it; I now recollect that I knew, probably, there were only one or two democrats that were in opposition to the charter; my recollection would be, Senator, that all the democrat senators, with the exception of Mr. Genet; I may be mistaken; there may have been one or two more; I do not now recollect of any; and all the members were in favor of it, with the exception of one or two; I don't recollect just how many; I saw the statement the other day, that only one voted against it.

Q. Was that so when it first went into the Legislature, when it was first introduced? A. There was not much talk, Senator, allow me to say, of any thing of young democracy about those days; there was a great shower on the subject of their charter.

Q. Was Mr. Morrissey in favor of the Tweed charter? A. Morrissey?

Q. Yes, sir? A. I never heard of it.

Q. Wasn't he opposed to it? A. Yes, sir; you said in favor of it.

Q. I asked if he was in favor of it? A. No.

Q. Was he regarded as the leader of the young democracy at that time? A. Yes, sir; he and O'Brien; there were a good many gentlemen; I don't know who they all were; Senator Morrissey was the most prominent, perhaps, and Sheriff O'Brien; there were several Senators acting with them then.

Q. Was it in any sense a republican measure; was it a party measure? A. I could't say that it was a party measure, only to this extent; it was a partisan measure; as I understand it, it was a charter gotten up to — well, to use the language of some persons in those days, that you could drive a horse and cart through, or Barnum's menagerie through, by Mr. Percer; that is about all I can recollect about it, and these gentlemen, Morrissey and O'Brien, favored it.

Q. You were a member of some party in 1870? A. I voted the democratic ticket about those days; done some work to aid and assist in the election of the democratic candidates.

Q. Did you understand what the inducement or reason was that induced the republican members of the Senate to support that Tweed charter? A. It would be more, sir, from what I have heard lately, to say they voted for it; they caucused the matter; I recollect there was an argument made, and a great *furor* over it on the part of some gentlemen that came down both sides; they had an argument in favor of it, and who the gentlemen were I could not say; I recollect Governor Tilden and Mr. Greeley came up; said to be in opposition, rather; I don't know that they were in favor of the young democracy charter, but they came up rather as an opposition in whole or part, and made an argument before the committee.

Q. Did you understand that Mr. Greeley was opposed to the charter? A. I say I so understood they were in part opposition to it — some clause of it; they proposed dovetailing in two or three charters, and out of it getting in a charter.

Q. You understood Mr. Greeley was opposed to it? A. Well, yes; he came there to make arguments to it; to some portions of it, as I understood it.

Q. Did you understand that he used some influence, what influence he could, to produce opposition, or have opposition in his party?

A. Well, the best recollection I have on the point is, I was not in the room, but O'Brien came out and made the remark, "that argument was pretty thin," and that he thought that the other side had got him.

Q. He was then editor of The Tribune, I suppose? A. Yes, sir.

Q. New York Tribune; did that express itself in opposition to the charter? A. Well, I don't recollect now what the position of the paper was.

By Senator SPRAGUE:

Q. You say there was a great shower of young democracy here in the spring of 1870 in regard to the city business; do you remember that shower suddenly ceasing? A. It continued along — there was a continual spattering all winter.

Q. Do you remember that one time there was a great rush? A. Yes, sir.

Q. And that they suddenly disappeared and stopped their opposition? A. There was a bad feeling.

Q. And they all went in for the Tweed charter? A. I should say they all went in for what was subsequently known as the Tweed charter.

Q. Do you know what influences produced the change of heart? A. A good many influences, positions, etc.; I could not tell you all of them.

Q. Influences addressing themselves to the interests of men? A. They were, I have no doubt.

Q. In the way of office? A. Every inducement, I have no doubt, was used that could be placed; place and patronage given to them in all cases.

Q. And their opposition was got rid of in that way? A. Largely so, sir.

Q. Do you remember whether the election law bill, a bill to purify the elections in the city of New York, was one of the inducements held out to the republicans to induce them to vote for the Tweed charter? A. My recollection would have to be based on what I have read lately more than what I recollect of it; I recollect there was an election bill, or two election bills; it seems to me there was a difference of opinion with Mr. Greeley about the election law; it seems to me that was a mixed matter again; there was a good deal of succotash in the thing, and the question was whether there should be more black beans than white.

Q. You say money was raised by assessment for the purpose of influencing legislation? A. I don't know that I used exactly that expression; it was to have their friends here largely and produce results.

Q. You mean by that, that money was used to influence members of the Legislature, that it was used to obtain the support or to prevent opposition of outsiders? A. All ways; I mean to influence all ways; influence the outsiders, of course; get men here to influence and talk with their men; I don't know, but I should say there were 150 men here.

Q. Money was used among them? A. There were 150 men, perhaps; I don't know but I have exaggerated it, but there was from 100 to 150 brought from all over the State wherever there was a member that could be sent for and got here, and largely from the city of New York, with their own members there to influence them.

Q. Was money distributed among that class of people? A. I suppose they were paid their fares here and expenses here; that is, there might have been some of them that held positions here, that might have come without it.

Q. A good deal of money was used up in that way? A. A large amount of money.

Q. Was any money, in the fall of 1870, used to corrupt or influence members of the Legislature in regard to these bills? A. I have no recollection of any.

Q. You say you have no recollection of any; do you say that you have no recollection of the fact? A. No knowledge; I have said what I have had to say with reference to Mr. Woodin and Mr. Winslow.

Q. No money, so far as they are concerned? A. No; and I think I had not ought to be called for, and under the circumstances I don't think it is hardly fair.

Q. Didn't talk any more about it then; dropped the question; it has been stated in the New York World that Mr. Tweed approached Mr. Woodin through Senator Winslow, and that certain money was also paid to Mr. Hastings, which was to go to Mr. Woodin; do you know of any fact or circumstance—have you any information tending to justify any such statement? A. I have not, sir.

Q. So far as you are aware, were those statements made without any foundation? A. So far as I am aware they^d were, sir; I have no knowledge of them in any way, direct or indirect.

Q. Were your relations with Mr. Tweed of a confidential character? A. They were.

Q. Do you think they were as much so as any other individual that winter with Mr. Tweed? A. Well, I don't know but there might have been some other gentlemen here.

Q. Can you give us the name of any other gentleman who you think stands as confidential? A. I should have to name parties in New York.

Q. I mean parties here? A. They were here most of the time.

Q. Who were they? A. Comptroller Connelly was here, and all of those gentlemen connected with the State department; most all of them were here most of the time, and all the other officers were here; in fact, I don't know as there was any left behind to do business.

Q. So far as you know, or have any information during the winter of 1870, did Mr. Tweed have any relations whatever with Mr. Woodin, except such as necessarily grew out of their being Senators together, and being on the same committees? A. Not any that I know of, sir.

Q. Were you at that time aware of any communication between them? A. Not any.

Q. Through messenger, or by writing, or any other way? A. In no way, direct or indirect.

By Senator SCHOONMAKER:

Q. Did you know any thing about the Hugh Hastings check of \$20,000? A. No, sir.

Q. At that time? A. I did not.

Q. Were you familiar with the names of the persons who held office in New York city at that time? A. Yes, sir; I think I was.

Q. You knew the persons who were appointed under the Tweed charter? A. That was afterward; persons that were here then were under the charter as it then existed, Senator.

Q. The appointments were made immediately after the passage of the bill? A. There were some made, I guess, during the legislation; I guess several of them were made then; I don't know; I knew about all that were in city offices here.

Q. What were the politics of the appointees under that charter; were they all of one party? A. They were all supposed to be friendly to Tweed's interest.

Q. Were any of them republicans? A. I could not name one now ; there were republicans always holding office in almost all of the departments.

Q. I mean appointed under the provisions of that charter, afterward? A. Without being able to name any, I should say there were several.

Q. Do you know whether or not the friends of any of the republican Senators were provided for under that charter? A. I don't know that I could name any.

Q. Do you know whether they were. as a matter of fact. A. I do not, sir ; I don't now think of any.

By Mr. SPRIGGS :

Q. You speak of many men being here as retainers of Tweed ; where were they from, mostly? A. Largely from New York.

Q. Were there men here from other places? A. Yes, sir ; different cities in the State or counties.

Q. Did you understand they were supported here by Tweed in the main? A. That is my recollection of it, sir.

Q. Did you understand they were here to aid him in any other way than as they might influence members ; were they held in reserve for any other purpose? A. I don't know just exactly what answer to give to that question, Mr. Spriggs.

Q. Did they hold themselves generally to be useful? A. Yes, sir ; to do any thing he wanted.

Q. To be generally useful? A. Yes, sir.

Q. In the winter of 1870, did you ever hear Tweed speak of money in connection with Senator Woodin, or his action as a legislator? A. I think not, sir.

By Senator BRADLEY :

Q. Did I understand you to say that you understood that men were here from different parts of the State to influence the action of members of the legislators from their localities, in aid of this city legislation? A. Yes, sir ; in aid of Tweed and whatever he wanted to do ; as I said there was one time he was on the other side of the question a little while ; there were men, I should say, from a good many districts in this State, of course.

Q. Did you understand that as one of the means he had of operating upon members of the Legislature? A. Oh, he sent into districts

where he had acquaintances and friends, acquaintances politically enough influential to come here and see their members and talk with them; that is what he did it for, I suppose; some very respectable gentlemen from all over the State, from different places; I could not tell you how many men were here during the whole time; a very large number.

Adjourned to May 1, 1877, 3 P. M.

ALBANY, *May*, 1, 1877.

The committee met pursuant to adjournment.

A. X. PARKER, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

Q. State the years when you were a member of the Senate of this State? A. 1868, 1869, 1870, 1871.

Q. You took an active interest in bills before that body in the session of 1870? A. I did; yes, sir.

Q. State, if you please, the reasons, so far as you know them, that caused the republican Senators, during the session of 1870, to vote for the bill known as the Tweed charter? A. There were several reasons, if you will permit me to tell them.

Q. State them briefly in your own way? A. One was, that it was understood and discussed that the charter offered was better than the laws then applying to the city of New York; one reason was that that kept a considerable number of republicans in office; the prominent and main reason was, that there was an election law passed, which we desired as a party measure, and believed it would stop the alleged fraudulent voting in the city of New York.

Q. Was or was it not regarded as necessary to support the Tweed charter in order to get the election law? A. It was.

Q. Do you know of any money having been used during that session, or promised to any Senator, to influence his vote upon that bill, known as the Tweed charter? A. I do not, sir.

Q. Do you know of any improper influence of any kind being used in reference to Senator Woodin's vote? A. I don't know of any whatever.

Q. Of Mr. Winslow's vote? A. None whatever.

Q. Do you remember the tax levies in the city of New York? A. I do; the city and county levy, I recollect both of them.

Q. Do you know of any money having been given, or promised, to influence any Senator upon those measures? A. I do not.

Q. Do you know of any fact or circumstance that would lead you to entertain a suspicion that any improper influence was used in regard to Senator Woodin's vote ; if so, state what the fact or circumstance is ; I don't wish to call for your opinion ? A. I know of no fact or circumstance tending, in any manner, to indicate that Senator Woodin's vote, or that of any other Senator, democrat or republican, was influenced by any thing but proper motives ; I wish to make the statement as broad as I can use language to make it.

By Senator BRADLEY :

Q. When the charter bill was introduced into the Legislature, and afterward, before its passage, was there opposition to it ? A. There was.

Q. By any portion of the Senators ? A. If you will give me time I will refer to the journal, I think I can give you a short history to that.

Q. Was there opposition ? A. There was.

Q. Was there opposition amongst the republican members of the Senate ? A. I never recognized any direct opposition, but the query was raised, or question, whether we would support it, or oppose it ; it was considered.

Q. Was there any meeting of the Senators by which that was considered, and any conclusion reached ? A. There was.

Q. What was the conclusion they reached ? A. The conclusion that they reached was, that if we could get an election law, such as we believed we wanted, and such as should meet the approval and judgment of Senator Kennedy, he having charge of that part of the business ; if we could obtain that we would sustain the charter ; but if you will allow me to add this, that before and during the negotiation there was an understanding that B. F. Manniere and Henry Smith would remain police commissioners, that Galway and Shaler would remain fire commissioners, and that the bill which had been passed through the Senate, removing James A. Bell, would go no further, as Auditor of the Canal Department ; that the superintendent of the salt springs of Onondaga county would not be deposed from office ; that Mr. Van Nort would be kept clerk of the commission of parks, and that the republicans should have these and some others that I don't recall now, under the arrangement.

Q. Do you recollect whether this bill that was passed was satisfactory to Mr. Greeley or not ; the bill that he recommended ? A. Shall I answer the question direct ?

Q. In your own way? A. Some two or three weeks before the election law was passed I was at New York and met Mr. Greeley, and had some talk with him about the charter as it was then proposed; but it was not known, the details of it; I didn't know, and don't think he did, except there was a controversy over the charter; he said it made little difference what sort of a charter was got unless an election law was got that stopped fraudulent voting, and made some reference to the previous election; that is the only conversation I ever had with Mr. Greeley upon the subject.

Q. He was heard, was he not, at Albany? A. Afterward he was heard at Albany before the committee, and I was told that afternoon he had a meeting with some of the Senators in a room at Congress Hall; I was not present and knew nothing of it; during the evening I was informed there was a meeting of Senators in the side-room of the Senate, at which Mr. Greeley wished to see the republicans; I went in, and the meeting was then in progress; Mr. Greeley was giving his views to the Senators there, and I understood his position to be—I cannot agree with all others, there seems to be various opinions—I understood his position to be that the charter as proposed was better than the old law, but that he thought it needed a number of amendments; that he had a number that he had argued that afternoon before the committee, and I understood his position to be that unless these amendments were adopted he would not advise us to support the charter.

Q. I don't care about a long statement about it, I simply desire to ascertain whether he was not in favor of the Waterbury election law bill? A. I have no knowledge that he was; he was in favor of a strict election law, but I don't know that he specified that or designated any in particular.

Q. Did you understand that any money was raised for the purpose of influencing legislation? A. I did not.

Q. For the city of New York? A. I did not; I have read such rumors in the papers; nothing further.

By Senator SHOONMAKER:

Q. Senator, did you understand that Mr. Tweed desired republican votes for the charter or for the tax levy? A. I understood that he did for the charter; about the tax levies they were never called to my attention until they came up for consideration in committee of the whole; I was upon no committee that had charge of those matters,

being only upon finance, and I had no knowledge of the tax levies until they came up there; they seemed to me objectional and I voted against them.

Q. Did you understand for what reason Tweed desired republican votes? A. Well, I had the understanding that it was to have the charter passed, and probably also to administer sound discipline to a faction of the party; that was my understanding at the time.

Q. Then you understood that the arrangement to leave some republican officials in office was a concession on the part of the Tweed interest to the republicans? A. I did.

Q. To secure their votes for the charter? A. Yes, sir; there were two purposes; one to keep them in office, and that we could enforce the election law much better, and be surer of its success, as Greeley suggested, by having a representation in the fire and police commission.

Senator BRADLEY — Ready to make a good bargain, if there was an opportunity, I suppose.

By Senator CARPENTER:

Q. Did or did not the republicans agree in caucus to support the election law and Tweed charter? A. They did.

Q. That is all, unless there is something to throw light upon the inquiry? A. There are three things I would like to present to the committee, and I ask that they be evidence; one is the memorial of the "Citizens' Association of the City of New York," favoring the charter in question, which was presented to each of the Senators in this form; one is the petition, with these names on, giving the points of this charter, and requesting us to support it:

"Moses Taylor, Richard Mortimer, H. B. Claflin & Co., James M. Constable, Arnold, Constable & Co., I. F. D. Lanier, Jesse Hoyt & Co., Ball, Black & Co., John A. Parker, Pres. Great Western Ins. Co., J. Howe & Co., Edwin Hoyt, Horace B. Claflin, Benjamin H. Hutton, Richard Arnold, David Stewart, David Dows & Co., Woodruff & Robinson, Thomas Paton, H. Y. Morgan, Thomas & Benham, Hermance & Manton, Benthard & Hutton, Allan Hay & Co., Geo. D. H. Gillespie, Clark, Clapp & Co., Swan & Miller, L. Roberts & Co., Geo. W. Smith, I. C. Merrill, Joseph Stuart, W. and J. Sloane & Co., Richard Perrin, Edward H. Bulkley, Morton, Bliss & Co., Edward Cromwell, H. P. DeWolf & Co., Peter Cooper, Fred. Sherwood, E. Titus, F. D. Tappen, Eben Monroe, E. B. Monroe, Henry

Ball, C. L. Tiffany, C. S. Cook, C. B. Stockwell, Wm. Brenton Greene, Chas. G. Landor, Theodore D. Hende, John C. Paulison, Isaac H. Walker, Shephard Knapp, J. L. Spofford, Parker Handy, J. and J. Stuart & Co., Wm. L. Jenkins, Osborn & Commack, and many others."

Another is a resolution passed by the republican union committee of the city of New York, appointing a committee of Charles S. Spencer, J. V. Gridley and others, a committee to go to Albany and urge the republican Senators to support the charter; a copy was sent to me, and, I understood, sent to all republican Senators, and this and similar documents, with the views expressed by most of the newspapers, had its influence.

The CHAIRMAN — I think it will be well enough for the stenographer to put down a memorandum of this, without being to the expense of printing the documents.

By Senator SCHOONMAKER:

Q. Was Peter Cooper at the head of the Citizens' Association?

A. I think he was.

"The association would state that there are so many provisions in the proposed new charter that are decided improvements upon the existing local government, that the association respectfully ask its enactment into law at your hands, as the greatest benefit we can obtain for this community.

"Very respectfully.

"PETER COOPER."

CHARLES S. FAIRCHILD, sworn:

Examined by Senator CARPENTER:

Q. You are now Attorney-General of the State? A. I am.

Q. How long have you been such? A. Since the 1st of January, 1876.

Q. You were subpoenaed here as a witness? A. I was; I was subpoenaed on Friday last.

Q. Have you the subpoena with you? A. I have not; no, sir.

Q. In that subpoena you were requested to produce a certain paper? A. I was; have you a copy of it here?

Q. The sergeant-at-arms happens not to be here at this moment; as a matter of fact, do you remember the reference? A. I remember there was some document asked for in it; I forget how it was described.

Q. Did you bring that paper with you? A. I did not.

Q. Well, the recollection of the chairman of the committee is that there was an attempt to describe a certain reported confession recently made by William M. Tweed, alleged to be in your custody, or under your control? A. I have no confession of William M. Tweed; I have just been looking at the testimony of Mr. Townsend, who is Mr. Tweed's counsel, in which he describes a certain document which he gave to me, which is a correct description of what he gave me — which is a statement, I presume, made by Mr. Townsend, of what he says that Mr. Tweed would testify to.

Q. The paper is not signed by Mr. Tweed? A. Not signed by Mr. Tweed.

Q. There was no affidavit connected with it? A. No, sir.

Q. Are you willing to produce that paper? A. I am not.

Q. Do you desire to state your objections? A. My objection is, that the paper which was brought to me by Mr. Townsend, purports to be a statement of certain testimony which Tweed would give, provided the State would give him certain immunities — namely, to be at large.

Q. Will you exhibit that paper to the committee for their inspection? A. No, I will not.

Q. I ask you that question in order that the committee might determine whether there was any clue in any way of testimony in this investigation? A. I cannot.

Q. Were you in Albany in 1870, Mr. Fairchild? A. I was; yes, sir.

Q. Have you any knowledge of any fact connected with the subject of this inquiry, as appears in the resolution of the committee; on the first page of the printed testimony is a copy of it? A. I have not any knowledge in regard to that whatever.

Q. You have no fact that you can furnish, to your own personal knowledge? A. No; nothing.

Q. Relating to the subject of inquiry? A. I know nothing about the Legislature of that time at all; the only thing that I can remember about that was meeting Mr. Tilden in front of the State Hall the day he came from making his argument before the Senate committee against that charter, and he was in a very low frame of mind; I met him in front of the State Hall, and he said they were going to pass that charter, and that ruin would come to New York; that is all that I heard about it.

The CHAIRMAN—I don't know as it is proper to tell what he said.

The WITNESS—That was all; I don't know any thing about the charter; I took no interest in these matters at all at that time.

Q. You decline to exhibit to the committee that document? A. Certainly; the committee will see how it has come to me.

Q. State your reasons? A. It has come to me, as Attorney-General, from this man—certain things that he proposes to do; of course, any thing that I have in that way, in the first place, is not evidence, and, in the next place, it is entirely improper for me to make any use of it whatever, except upon giving certain stipulations to Tweed.

By the CHAIRMAN :

Q. In what manner do you hold that paper, whether under restrictions or not; under a pledge of secrecy? A. I told Mr. Townsend that there should be no copy of it made or any publication made in any way whatever, when I acceded to their terms; he said that I might consult with whoever I thought it proper, for the purpose of seeing whether any evidence there was valuable—was of value; but, so far as making it public or making any actual use of it in any way, I cannot.

Q. Or permitting it to be made? A. Or permitting it to be made.

By Senator BRADLEY :

Q. In your judgment, do the public interests require that you should decline to exhibit it? A. I do most certainly; on every account public interests require it should not be exhibited.

By Mr. SPRIGGS :

Q. Where were you, Mr. Fairchild, when you received that paper from Mr. Townsend? A. In the Attorney-General's office, in Albany.

Q. When did you receive it; about when? A. It was two weeks ago to-day—to-day is Tuesday, is it not?—about eleven o'clock in the morning.

Q. That would be on the seventeenth of April? A. Yes, sir; it was on Tuesday, I know, about eleven o'clock in the morning.

Q. Was your attention called to the article in The World of the seventeenth? A. It was.

Q. Had you received that paper before that article was published in The World; it was the morning of the seventeenth, perhaps? A. I think that was in The World on the morning of the seventeenth; I received it about eleven o'clock on the morning of the seventeenth;

I had not looked at the paper when my attention was called to the article in The World.

Q. Between the time you received it and the time you saw the article in the New York World had you seen John Kelly in New York? A. No, sir.

Q. You felt at liberty under the arrangement, Mr. Fairchild, under which you received this paper from Mr. Townsend, to consult with any one with regard to the propriety of using it, I suppose? A. I did.

Q. Didn't consider it any breach of faith on your part to him to do that? A. Of course not; not at all.

Q. But you had not consulted Mr. Kelly after receiving it from Mr. Townsend? A. No; not after receiving that paper from Mr. Townsend.

Q. But you had consulted Mr. Kelly prior to this time with regard to some statements which had been made by Mr. Townsend about it? A. I had consulted Mr. Kelly as to the general question of the propriety and policy of trying to make any use of Tweed at all.

Q. Was that before you received the statement at all? A. Long before that; many weeks before; the first time Mr. Townsend spoke to me about it, that Tweed wished to do something.

Q. And you had nothing to do with the publication of it? A. No, sir.

Q. In The World? A. Nothing whatever.

Q. It was through no instrumentality of yours? A. I knew nothing about it at all.

By the CHAIRMAN :

Q. The paper came to you as Attorney-General of the State? A. Yes, sir.

Q. Have you reached any conclusion yet in reference to the use of the paper? A. No, sir.

Q. None as to whether Tweed shall receive the immunity asked for? A. No, sir; I have not decided that it shall as yet; perhaps the committee would like to have me make, if they are done asking questions, a statement as to all there is of this, and the history of what there is about this affair without any statement as to what any testimony is or any thing Tweed has said, or any thing of that sort, because it is a very simple matter.

Q. We would like any thing that would give any clue to the subject of inquiry? A. I can't give you any clue to the subject of inquiry here whatever, and I don't propose to give any thing that has any

bearing upon the immediate subject of this investigation, for I know nothing.

Q. It is fair to you, Mr. Attorney-General, that if you wish to state any thing in vindication of your own action? A. No; I don't wish to state any thing in vindication of my own action.

Q. Or any publication in regard to it? A. No; I don't care to do that; Mr. Tweed is imprisoned now in the Ludlow street jail on civil process, in default of bail to answer to a judgment against him, and there are other criminal indictments against him in New York; he wishes to get out of prison, and in view of that he wrote a certain letter to Mr. O'Connor, in December last, which has been published; before any thing was done about that, Mr. O'Connor retired from having any thing further to do; the first of January, retired from having any thing to do with these litigations springing out of the ring matters in New York, in 1870; previous to that time Mr. O'Connor had, since 1871, been practically Attorney-General in these matters; had absolute control over them; after he went out, there was no one who occupied the position which Mr. O'Connor had with reference to those litigations; some of them were in the hands of one attorney and some in the hands of another; the Tweed civil suit was in the hands of Mr. Peckham; afterward, I can't say when exactly, but some time during the present year, Mr. Townsend came to me one day in Albany and wanted to talk with me about Tweed, and said that Tweed wished to give up his property and to give evidence, and then be allowed to go at large, very much as Mr. Townsend stated it, I think, perhaps in his testimony here, and asked if I would consider it all; I told him I would; afterward Mr. Townsend came to see me at my hotel in New York, and asked me about it again, and finally Mr. Peckham and myself, with Mr. Townsend, went to see Tweed at the Ludlow street jail; talked with him a little; no statement from him or any thing of that kind, but told him that if he was of use to the public we would consider how much use, and whether it would justify doing any thing for him; and subsequently there was a little memorandum handed by Mr. Townsend to me — I think by Mr. Townsend, or sent by Mr. Townsend — of the heads of things that Tweed might give testimony upon; afterward, at Tweed's request, I saw him again at the jail; I saw him a second time the next day for a few minutes, Tweed not making any statement to me, particularly, of any evidence that he had; stating a few topics upon which he would give testimony; talking a little generally about the

situation ; about the affairs he had been connected with ; I then told him I did not propose to ask him questions about the various individuals, but if he had any statement to make, or facts that were within his knowledge, to prepare such a statement and submit it to me and I would see whether it was of any value to the public ; whether it could be made use of in any way so as to justify doing any thing for him ; pursuant to that this statement came to me ; oh, the first time I saw him with Peckham and Townsend, I told him to state what he had to his counsel, if he chose, and if his counsel thought it was of any value to submit it, and see what it was ; I didn't care to have him make any statement to me ; before I saw Tweed at all, and after Mr. Townsend had said to me that he wished to do this, I consulted with several people as to their view of the general policy of trying to make any use of Tweed, what the public sentiment was on the subject, and, among others, was Mr. Kelly, comptroller of the city of New York, with whom I had some business in the comptroller's office ; I asked him his opinion, having had a little conversation with him about it, some little time before, when I had occasion to pay some money which had been collected from Woodward, and afterward I had one other conversation with Mr. Kelly at my hotel, where he came to see me about some other matters ; we talked in regard to the subject of Tweed, and I stated to him what some of the subjects were upon which I thought testimony could be gotten from Tweed ; what I had learned in one way or another ; a very brief conversation ; I consulted with other people — the corporation counsel of New York, with Mr. Phelps, the district attorney of New York, one official or another in regard to the matter, but all in an official manner as affecting the general question somewhat.

Q. Were those conversations understood by you to be confidential ?

A. Well, they were considered to be official ; considered to be conversations that were not to be published at all ; I didn't suppose they would ; I don't know that I ever said to any of these gentlemen that any thing I said was not to be published or repeated ; I don't think that I did ; I presume I didn't think it necessary to do that.

Q. You assumed that ? A. I assumed it ; of course the committee will know that whatever I should do officially in this matter, I must do with entire regard to the public interests, and any evidence, any thing that is offered as evidence under such circumstances must amount, in my judgment, to proof before I can make any use of it ; any statement made by Tweed must be fortified in one way or

another ; I must be satisfied in my own mind, as a lawyer, before it can be made use of.

Q. Should you want any other evidence besides Tweed's? A. I should want corroborative circumstances that would satisfy my mind, as a lawyer, that it would be proper to use it in proceedings.

By Mr. SPRIGGS :

Q. You mean by that as a lawyer that the statements you have cannot be considered evidence in any manner? A. Cannot ; no, sir.

Q. And you so regarded it? A. I so regarded it.

By the CHAIRMAN :

Q. You stated to him or his counsel that you would consider the question of his release, and might be willing to effect that release provided he furnished to you facts that would tend to promote the public interest? A. That is it.

By Senator SCHOONMAKER :

Q. Supported by proof? A. He was to furnish me whatever he chose ; I was to judge whether it could be made useful.

By the CHAIRMAN :

Q. You would not feel at liberty to state whether any thing was or was not in the paper? A. No, sir, because the process of elimination might show what was in it ; then such a paper of that kind is not evidence.

By Mr. SPRIGGS :

Q. You would not want to go into court with it? A. No.

JOHN MORRISSEY, being duly sworn, testifies as follows :

Examined by the CHAIRMAN :

Q. You are now Senator of this State, representing the fourth district? A. Yes, sir.

Q. You have paid more or less attention to politics for the last twenty years? A. Yes, sir.

Q. During that time, what has been your political affiliations? A. A democrat all the time.

Q. Were you in Albany during the session of the Legislature of 1870? A. Yes, sir.

Q. How much of the time of that session did you spend in Albany ;

how much of the time during that winter did you spend in Albany?

A. Nearly three months.

Q. Which part of the winter? A. From after January up to the passage of the charter.

Q. Did you take an active part in advocating or opposing any measure before the Senate before that winter? A. Yes, sir; I was opposed to the charter.

Q. Opposed to what charter? A. What was known as the Tweed charter.

Q. Did you advocate any charter? A. Yes, sir.

Q. The proposed charter? A. The side that I was on did.

Q. Did you belong to what was termed the young democracy? A. Yes, sir.

Q. Well, Senator, state to us the part you took in advocating that, and the result of your advocacy? A. I would state to the committee that it is all from memory, and I may be mistaken in regard to some particular things, and the date; I may make a mistake in that way, and you will make an allowance for it; in 1870, shortly after the Legislature met, there was organized in the city of New York, and in my house, what was afterward known as the young democracy; at the first of that there were seven persons I think; there were Genet, who was then Senator; Creamer, who was then Senator; no, not Creamer, Norton; O'Brien, who was sheriff, Judge Cox, Judge McQuade and myself, and that organization started from that meeting; it was in opposition to the charter that Mr. Tweed and Sweeney & Co. had either introduced then or were about to introduce; I forget whether it was published in the papers before the meeting of the Legislature, or whether it was introduced then; it had many arbitrary powers in it, and in fact it was taking nearly all the powers away from the people, and we agreed to oppose it; I should judge in about ten days after that we came to Albany and had a charter drawn up; there were three charters introduced during the session; one was the original charter that I now speak of, and the other was what was known as the young democracy charter, and it was introduced in the Assembly and Senate both; when it was introduced in the Senate it was referred to the delegation from the city of New York; it never was reported from that committee; it was introduced in the House and beaten; after that Mr. Frear introduced a charter, I think, very nearly the original charter, with the exception of some amendments to it; that was the

charter that finally passed ; passed on the fifth of April, and signed that night by the Governor, I think ; if I am not mistaken it was signed that night.

Q. Senator, let me ask you one question ? A. Yes, sir.

Q. Were many of the young democracy with you here in advocating the charter which has been termed the "Huckleberry charter?"

A. Well ; I should think, at times, there must have been seven or eight hundred people here ; that is, on both sides ; I have no doubt of it.

Q. Did they adhere to their advocacy of that charter until it was defeated ? A. No ; they kept fading away after we got here, and got into a fight.

Q. How many faded away, about ? A. I think very nearly all the people who started in it ; all got on the other side before we got through ; there might have been half a dozen exceptions.

Q. Do you know how to account for the change in front in that matter ? A. I had my opinion about it, but of course I have no doubt in many instances, in a great many instances, it was for a consideration of some kind or another ; I suppose there was some.

Q. You have no personal knowlege whatever ? A. Oh, no ; I was on the losing side, you know ; I wasn't on the side that had the money, if there was any.

Q. How many of them adhered to the last with you in advocacy of that charter, in support of it ? A. I would have to judge that by what occurred afterward.

Q. State any fact that occurred ? A. I don't think there was only one, or two, or three, or four, that didn't affiliate with Tammany Hall afterward from that circumstance, and the fact they had all made their peace one way or another ; I don't believe there was over four or five of us in the city of New York, out of all that started, who didn't affiliate with Tammany Hall afterward.

Q. You remember the passage of the charter known as the Tweed charter ? A. Yes, sir.

Q. You opposed that ? A. All the way through, sir.

Q. Opposed it almost alone ? A. Toward the latter part I did ; I felt as though I was getting weak about a month before it was passed.

Q. Do you know of any money having been given, or promised to any republican Senator for his vote or influence, for the passage of that charter ? A. Well, no, sir, I don't ; and I will state right here, with your permission that there was no chance, for me to have that

knowledge, because I differed with the people who were advocating the passage of the Tweed charter; therefore, I was not in their councils at all, with no chance for me to have any information.

Q. You were opposed to all the measures that Tweed advocated?

A. From 1868 up to the time he was overthrown in the city of New York, sir.

Q. Do you know of any fact or circumstance that would indicate whether Senator Woodin was improperly influenced, in any way, in regard to his vote given upon the charter, or any other bill before the Legislature that winter; and understand me, I don't call for your opinion merely, but I ask you to state the fact or circumstance, whatever it may be?

A. I don't think I ever heard his name mentioned.

Q. In connection with it?

A. Yes, sir; I came here with Mr. Greeley and Mr. Tilden both, and went to them both, and went to Mr. Marble, who owned The World, and asked him to denounce these people, which he did do; I went to Greeley and asked him to do the same thing, and take a part in it, and come here and oppose the charter; I came here with him and Tilden; met the day before, and made an appointment to come here at seven o'clock the next morning, and they both went before the committee.

Q. Do you remember whether Greeley was in favor of the election law that winter?

A. Everybody was.

Q. For New York?

A. Everybody was in favor of the election law in the city of New York.

Q. Do you remember whether he was in favor of the one that was passed?

A. I do not know; I was never before the committee nor in the room where the argument took place.

Q. Do you mean to say all your associates in support of the Huckleberry charter mysteriously deserted you?

A. Oh, not at all.

Q. Could not account for the desertion?

A. Many of them, in my judgment, got consideration for it.

Q. Of course, I didn't ask that?

A. I didn't see it given to them, but I saw every thing else but the money handed to them, or the consideration.

Q. Well, simply state the facts or circumstances that would lead you to that opinion?

A. Well, sir, they are these: it was an organization made under oath, that one should stand by the other; it was organized in that way.

By Senator SCHOONMAKER:

Q. You mean the Tweed people?

A. No, sir; the other side.

Q. The young democracy?

A. Yes, sir; it was organized under

oath; there was every reason why they should stay together; public opinion was with them; many such men as I have just mentioned took their side in it without knowing them scarcely, only thinking it was right; and had they ever staid together the Tweed charter never would have been passed; now, for instance, there were three Senators, which was a majority of the New York delegation; they left us, two of them, Creamer and Norton, Norton introducing the young democracy charter; after introducing it he supported the Tweed charter and all its provisions, and voted for it; Creamer did the same thing; well, there was a number of such occurrences in the Assembly; there certainly must have been some motive for them taking that side after starting with us.

Q. That was unaccountable to you? A. I had my own opinions about it; of course, I naturally would.

Q. Senator, had you any knowledge of a pool of money that was made up in New York to aid the appliances of Tweed in the Legislature? A. No more than general rumor; I have no doubt, at all, but what there was money sent here.

Q. Didn't you acquire some actual knowledge of that fact? A. No; I had no chance for getting information of that kind, for I supposed they were more hostile to me than any man in the city of New York.

Q. You was rather a leader, or the leader of the organization? A. Yes, sir; I suggested the organization of it.

Q. You fought these Tweed measures to the last? A. Yes, sir.

Q. And stood by the charter that you deemed the right charter until it was beaten? A. Yes, sir.

Q. Do I understand you to say the Tweed charter, so called, was published in New York city before it was introduced in the Legislature? A. I have an indistinct recollection that it was, but I am not positive.

Q. Was it a matter of notoriety before it was introduced? A. Oh, yes; in all the papers, and the press very nearly unanimous against it.

Q. And that was generally known? A. Yes, sir, and that caused this organization against it.

Q. That was the cause of the organization? A. Yes, sir.

Q. Was it well known at Albany that there was strong opposition in New York city? A. Oh, yes; exactly.

Q. When it was determined at Albany, by democrats and republi-

cans alike, to support that Tweed charter, was it with full knowledge that the sentiment of New York city was against it? A. Oh, yes.

Q. You state that yourself, Mr. Tilden, Mr. Greeley and some others came to Albany to oppose the Tweed charter before the committee on cities? A. That is, I went and asked them to come; to go before the committee.

Q. You came up in company? A. If you will examine The World for about thirty days, you will see their columns opposed it bitterly every day.

Q. I recollect the fact? A. I think it was between thirty and sixty days; I went to Marble himself, and he wrote very violent articles, I think, if you recollect.

Q. I recollect them very well; the several gentlemen, whose names have been mentioned, came to Albany for the purpose of opposing the passage of the Tweed charter, as I understand it? A. Yes, sir; that is what they left New York for.

Q. Did they appear before the committee on cities? A. Mr. Tilden and Greeley did that afternoon.

Q. Did you appear also? A. No, sir.

Q. Did Greeley oppose or favor the passage of the Tweed charter when he was in Albany? A. Well; I didn't hear the argument before the committee, but I thought very singular what I heard Mr. Greeley had suggested before the committee; he appeared to overlook every thing for a registry law and election law, and I did not blame him at that time, because we were in a pretty bad condition in the city of New York; I speak more from the information that I got about the election law than the charter, although he was opposed to the charter; I had talked with him on Saturday, before we left New York; I met him on Saturday night, and on Monday morning, at seven o'clock, we came to Albany, and that afternoon he appeared before the committee.

Q. Did you understand whether or not he withdrew his opposition to the charter when he was in Albany? A. I cannot answer that question; that I don't know.

Q. Do you know what the position of the republican Senators were in regard to the charter at first? A. I don't; I don't think I was acquainted with a republican Senator in the Senate.

Q. Did you have no conversation with any of the republican Senators? A. No, sir.

Q. As a matter of fact, was there a sentiment in the Legislature,

the Senate and Assembly, or either branch, in favor of the young democracy charter at one time? A. Yes, sir; in the lower House; I think we had the majority, and I don't know but all but two or three from the city of New York, and I think they were a full delegation of democrats on our side; the speaker we didn't have, but we had him for a little while; he left us; we had him for a little while, but he changed his opinion; but with the exception of Frear, Burhans and Hitchman, I think we had the whole delegation on our side.

Q. Do you remember what newspapers in the city of New York opposed the passage of the Tweed charter in their columns? A. Certainly; The World did; I think The Express did; The Tribune hadn't said any thing up to the time of my going to see Greeley; had taken no part in it; I think it did oppose it after that; I think there was one or two articles; I think there was an article on Monday morning, after I saw him on Saturday.

Q. How was it with The Times? A. Well; I could not state, but I should rather think it favored the passage of it, and from the circumstance I would explain it; there was a man then interested in The Times, that had a very large interest with these people; you know who I mean, I suppose.

Q. No; I don't. A. James B. Taylor.

Q. I understood you to say, in answer to the chairman's question, that you acquired no knowledge of the use of money to influence the votes of Senators; did you acquire any knowledge of any other means to influence their votes? A. No, sir; I could not state that I did.

Q. Can you account in any way for the fact that the republican Senators supported that charter? A. No; I cannot, sir.

Q. You answered the chairman, that the people in New York were all in favor of an election law; was that your understanding of the case? A. Well; I think that every fair man in the city of New York was in favor of an election law.

Q. Did you understand that was a party question at all, whether or not there should be a good election law? A. I think it was a unanimous question; I mean ever person, only them that got the benefits of the way it was carried on.

Q. Did you learn at Albany at that time, or elsewhere, whether or not the election law was a peace offering or concession to the republicans to secure their votes to the Tweed charter? A. No.

Q. You heard nothing of that? A. No.

Q. Did you learn any thing about any arrangement between Tweed

and his friends with reference to retaining certain republican officials in office, or provide places for them, in consideration of their voting for the charter? A. No; I had no opportunity of finding that out.

Q. You learned nothing on that subject? A. No, sir.

Q. Were you in Albany at the time of the passage of the tax levies? A. Yes, sir.

Q. Do you know any thing about any improper means being made use of to secure their passage? A. No, sir.

Q. Did you oppose those measures? A. I opposed them all; the tax levy — the board of audit was made in the tax levy of 1870; the comptroller and the corporation counsel was made an appointive office; I don't believe any one of them ever come before the Legislature.

Q. Did you oppose the tax levy on account of the provision in regard to the board of audit; was that one of the grounds? A. No; I didn't know about the board of audit, but I recollect this, that the office of comptroller, when it was made an appointive office, and the corporation counsel, that members of the Legislature and members outside, parties outside, were astonished, and many of them said that it never was acted on in either House.

By Mr. SPRIGGS:

Q. That is, that it was not in either bill? A. In either bill.

Q. When it passed?

By Senator SCHOONMAKER:

Q. Have you any knowledge of the fact, whether it was or not? A. Not positive.

Q. You have no knowledge of that? A. No, sir.

Q. Did you learn any thing about a sum of \$200,000 being paid to Senator Winslow by Tweed? A. I never heard of it until I saw it published in the papers the other day.

Q. Did you learn any thing about a check of \$20,000 to Hugh Hastings? A. No, sir; not until I heard that the other day.

Q. That was the first you ever heard about it? A. Yes, sir.

Q. Have you now any knowledge as to the use Hastings made of that money? A. No, I have not.

Q. Did you remain in Albany until after the passage of the tax levies? A. I remained in Albany until after the charter was passed; I think two or three days after.

Q. Then you was not here when the tax levies actually passed, were you; they passed on the twenty-second of April? A. I think I was not here; no.

Q. Were you personally acquainted with Tweed at that time? A. Twenty years I have been acquainted with him.

Q. Were your relations friendly, so that you were on speaking terms? A. No; not from sixty-eight up to the present time.

Q. So that you didn't visit his rooms at the Delavan; did you stop at the Delavan? A. No, sir.

Q. Was you holding the office of member of congress at that time? A. Yes, sir.

Q. Did Tweed exhibit his hostility to you in any manner while he was here? A. He offered a resolution, vacating my seat in Congress on account of being absent.

Q. He was not very well pleased to have you here; you say you were not acquainted with Senator Woodin at that time? A. I never saw Senator Woodin in my life, that I know of, until a year ago last winter.

Q. You didn't know him then? A. No, never saw.

Q. I suppose you didn't know Senator Winslow? A. I didn't know scarcely a Senator, with the exception of Thayer, only from New York and Kings county.

Q. Are you in possession of any facts, Senator, that you can state, that will throw any light upon the subject of this inquiry? A. None at all, sir, that I know of.

Q. Other than those that you have? A. No farther than what I have stated.

By the CHAIRMAN:

Q. You say you knew no republican Senators? A. With the exception of Mr. Thayer; I knew Thayer, because he lived at Hoo-sick, above Troy.

Q. Did you understand Tweed, and the democrats that acted with him, to be in favor of the election law, that prevented frauds in the city of New York? A. That I don't know.

Q. You had no conversation with him in reference to it? A. No; I cannot answer that question.

Q. You stated that a large number of the democracy that came up with you, subsequently deserted you; did they abandon your cause and go over to Tweed? A. Yes, sir; frequently.

Q. All supported the Tweed charter? A. Yes, sir.

By Mr. SPRIGGS :

Q. Mr. Morrissey, in your judgment, how many men had Tweed here that winter aiding him in opposition to the young democracy?

A. Well, at times I would not be surprised if there were 500.

Q. Where were they from? A. New York.

Q. And who were they? A. Well, there were many of them that held positions in New York; there were many of them desperadoes of every kind; dangerous men as there were in New York.

Q. Were there men from other cities than New York here? A. Yes, sir.

Q. Out of the city? A. No; men from all parts of New York; different parts; but at times there were some of the most desperate men there were in the city of New York here.

Q. Was it understood by you at the time that they were kept here by Tweed? A. Plenty of them were, for they didn't have any money to keep themselves, and they didn't come here without consideration either.

Q. How long a time were they here? A. Off and on, for between two and three months; I think the fight lasted very nearly three months, didn't it?

Q. A number of those that were here you knew what their circumstances were as to their ability to be here at their own expense? A. Oh, yes, a good many of them.

Q. You had reason to think, and did think at the time, that they were kept here at Tweed's expense? A. I don't know as any body else paid their expenses.

Q. About what number of them at that time? A. Well, I couldn't state the number, but I know they all went on the pay-roll, after the charter passed, in New York; I know they were all on the pay-roll; there is another thing, Mr. Chairman, you might just as well know, that Tweed was on our side for a little while, up here, too.

By the CHAIRMAN :

Q. How was that, Senator? A. He joined us; left Sweeney & Co. and joined us for about forty-eight hours.

By Mr. SPRIGGS :

Q. That must have been the time when you seemed to be strong, I take it? A. Yes; he made an offer to put our young democracy charter through, and I broke it up; Creamer, Genet, Norton and

O'Brien, and, I think, McLean, were in favor of doing it, of accepting the proposition, and I stopped it ; he took an oath on our side.

Q. He was bound by an oath with your people ? A. Yes, sir ; sworn to over in the Senate chamber ; had a room up there.

By the CHAIRMAN :

Q. Did he formally withdraw his oath afterward ? A. No ; I don't think he gave in any oath ; he withdrew without giving in any oaths.

By Mr. SPRIGGS :

Q. It was the Tweed charter, known as the Tweed charter ? A. Yes, sir.

Q. The petition I present to you now of Moses Taylor and H. B. Claflin, and others, was a petition in favor of that charter ? A. Oh, well, they could have got any petition they wanted down there at that time.

Q. That, in fact, was ? A. They all certified to Connolly's books down there, and they look to me as though they were gotten up like that ; I know they could have got any names they wanted to ; that is all.

Mr. SPRIGGS — I hold a memorial of the Citizens' Association of the city of New York for the charter of that city as passed March thirtieth, signed by Peter Cooper.

The WITNESS — I think Sands came up and advocated it ; Sands was president, or Sands belonged to it ; oh, you could have got any petitions you liked.

Q. These fellows fell from grace about the same time the young democracy did ? A. Oh, yes.

By the CHAIRMAN :

Q. Then you would not be surprised if three-fourths of the people petitioned for it ? A. It is very hard to find people that don't want to be on the winning side ; they all want to be with the winners, with the winning side.

By Senator SCHOONMAKER :

Q. You have mentioned the name of Mr. Sands ; who was Mr. Sands ? A. He belonged to a citizens' association down there, I believe ; they used to go around and examine the books, and finally they gave him an office there, I believe, and got him on their side ; tax commission.

Q. A salaried office? A. Sued them for \$75,000, I believe, since the fall of the ring.

Q. Was it a salaried office? A. Yes, sir; I think it was.

Q. How much was the salary? A. Ten or \$12,000, wasn't it?

Q. Was that an office under the Tweed charter? A. I think it was continued under that; I don't remember whether it was made before that or not, was it.

Q. Did he receive his appointment under that charter? A. I think he was continued in office under that charter.

Q. He was in favor of that charter? A. I think he came up here and went before the committee, in favor of the charter, if I am not mistaken.

Q. He was the gentleman who represented the citizens' association? A. Yes, sir.

Q. You have mentioned a Mr. Taylor, who was connected with the New York Times at that time; who was he? A. James B. Taylor, now dead.

Q. What did you mean by saying that he was one of those people? A. I meant he was connected with them; he had interests with them; he had interests with them in the printing contract.

Q. You speak of the desperadoes who were here in the interest of Tweed; were they about the streets and hotels in Albany? A. Yes; bar rooms, principally.

Q. Do you know what service they rendered or attempted to render to Tweed? A. I don't know what they were brought here for any more than this, that it was to intimidate, for they certainly couldn't do any service outside of that that I know of.

Q. You saw those people? A. Every day.

Q. Did they talk in favor of Tweed's bill? A. All of them.

Q. So that Senators and members would see these men and hear what they had to say, I suppose? A. Yes, sir.

Q. Did you understand they were making sentiment here in favor of Tweed's charter and other bills? A. They came here by their request.

Q. They were trying to make sentiment in favor of those bills? A. Yes, sir.

By the CHAIRMAN:

Q. Do you remember the politics of Mr. Sands? A. No.

Q. Mr. Taylor that you have spoken of? A. Taylor was a republican.

Q. You don't know whether Sands was or not? A. No; I knew of Sands as belonging to the citizens' association down there and going into the department and wanting to examine their books, and one thing with another, and finally wound up with an office, as usual; that is the way they generally do.

AUGUSTIN SNOW, being duly sworn, testified as follows:

Examined by Senator SCHOONMAKER:

Q. Mr. Snow are you occupied in Albany, at present? A. I am, sir.

Q. In what capacity? A. I am correspondent of The Times.

Q. The New York Times? A. Yes, sir; in the Senate.

Q. Were you the Albany correspondent of the New York Times, during the legislative session of 1870? A. I was.

Q. Were you in Albany during that session? A. Yes, sir.

Q. As correspondent, did you write letters to the paper? A. Every day while the Senate was in session.

Q. Was it a part of your duty to furnish the paper with accurate intelligence with regard to legislative matters? A. Yes, sir.

Q. Did you endeavor to do so? A. I did.

Q. Did you write to that paper in regard to the passage of the charter known as the Tweed charter, and the action of the Legislature upon the other charter known as the young democracy charter? A. Yes, sir.

Q. Also in regard to the passage of the tax levies? A. Yes, sir; and of every thing of interest relating to New York.

Q. And the passage of the election law? A. Yes, sir.

Q. Did you furnish any intelligence to that paper to the effect that there was any corruption in the passage of any of those bills or the defeat of any of those bills? A. I think—I was looking over my letters the other day—that I gave currency to the rumor that the young democracy charter was bought off or killed by the use of money; that was the charge I put in the mouths of the young democrats that were defeated; they charged that money was used to defeat it.

Q. Did you make any similar statement in regard to the passage of the Tweed charter? A. No, sir.

Q. That there was any such money used to defeat that? A. There was no such rumor afloat.

Q. Or in regard to the tax levies? A. No, sir.

Q. Did you, as matter of fact, have any knowledge that money or corrupt influences of any kind, were used to secure the passage of any bills to which your attention was called? A. I had no knowledge of any such act as that; I know that a great many of the young democracy, as they called themselves, after the charter was passed, after they had gone over to Tweed's side, received offices under the new charter, and that means a consideration; I don't know whether it was or not.

Q. With what political party was you identified at that time? A. The republican.

Q. Had you any knowledge of the sentiments of republican Senators with regard to those New York city bills? A. Well, they were generally in favor of the Tweed charter, provided it was accompanied by the election law.

Q. Did you become acquainted with their sentiments in regard to these bills? A. Yes, sir; I talked, I guess, with most of them.

Q. What was their original position with respect to those bills, for or against? A. Well, the original position was it would be best to prevent the democrats passing any charter, if they could; but after the young democracy charter was killed and they had gone over in a body to the other side, they then thought the democrats, inasmuch as they had the power in both Houses, would pass some kind of a charter and that was the best thing they could do to get the charter that was the most favorable to them they could get, and particularly to get an election law.

Q. Was the determination to support the Tweed charter arrived at after the young democracy had gone over to the Tweed side? A. Oh, the other charter was not introduced until after the young democracy charter was killed.

Q. You understand the question; I understood you to say that they reached the conclusion to support Tweed's charter after the young democracy had already reached that conclusion? A. Yes, sir; they could not have reached it before, for the reason that Tweed's charter wasn't presented.

Q. Mr. Snow, did you have any knowledge, whether or not, a fund of money was raised in New York to be used at Albany? A. I don't think I ever heard of it until after the adjournment of the Legislature.

Q. You had no knowledge while the Legislature was in session? A. Except these rumors that the young democracy charter was killed by the use of money.

Q. Did you have any knowledge or information in respect to the payment of \$200,000 to Senator Winslow? A. Never heard of it.

Q. Or in respect to the delivery of a check for \$20,000? A. Never heard of that.

Q. Was you acquainted with Senator Woodin at that time? A. I was slightly; it was his first year here, and I was not much acquainted with him at that time; the old Senators, at that time, were Parker and Kennedy and Chapman.

Q. Was or was not Senator Woodin a prominent Senator that year? A. Well, in comparison to what he has been the last three or four years, I should say not; I recollect his only making one speech that winter, and that was read from manuscript.

Q. Was he regarded a prominent Senator without any regard to comparison? A. He was not by me.

Q. You saw Senators Parker and Chapman and Kennedy? A. Yes, sir; they were the most prominent Senators in debate; what I considered the leading men in the Senate on our side.

Q. You were acquainted with Senator Winslow at that time? A. Yes, sir.

Q. What was his position in the Senate? A. He was a man that had been there; he didn't take much part in debate.

Q. Was he not an active member of the Senate? A. He was an active member, I should say, but not much of a talker.

Q. Did you furnish the statement to the paper with which you corresponded, that the passage of the Tweed charter was secured by the use of money? A. No; I never heard of it until long after the Tweed reign was broken up; a controversy arose in the New York papers, the World and Times and Tribune, as to the responsibility for the charter; they seemed to lay every thing to the charter, although the means of robbery was not contained in the charter at all; and the Tribune and World accused the Times of having aided in the passage of that charter; then charges were made that money — that it was bought up with money, that certain republican Senators were named, at least generally named five Senators; didn't name the men, but stated five Senators; until that time I don't think I heard rumors that Tweed's charter was passed by money.

Q. Did you yourself furnish any information to the paper upon which any such charge could be based? A. No, sir.

Q. Did you have any knowledge of any facts? A. No, sir; I have been looking over all the letters I wrote at that time, and I don't recollect mentioning any rumor at that time.

Q. Did you mention any Senators that might have been purchased, or their votes improperly secured or influenced? A. Never.

Q. Was you personally in favor of the passage of the Tweed charter? A. I didn't take any particular personal interest in it; I was personally in favor of defeating any charter at all, if that could be done; I recollect, after the young democracy charter was killed, I went to Senator Parker and asked him if the republicans should stand out now, whether he didn't think they could defeat any charter at all and leave the government as it was before, in the hands of what was called the republican commission, and he said he thought that the young democracy having all gone over to Tweed now, that the best thing the republicans could do would be to assist in passing Tweed's charter if they would give us an election law, and if they didn't do that, that he thought they would get together and get up a charter worse for the republican party and pass that.

Q. Did you see Mr. Greeley in Albany when you came here? A. I saw him when he came here before the committee.

Q. Was you present at the meeting of the committee? A. I was.

Q. Did you hear his remarks? A. Yes, sir.

Q. Did he oppose or favor the passage of the charter? A. He opened his address by saying distinctly that he didn't come here for the purpose of opposing the passage of the charter, that he came to suggest amendments; if you could get the files of The Times, or his paper, you can see the whole speech.

Q. That is not necessary? A. He said he didn't come — he repeated it twice before he had spoken five minutes — that he hadn't come to oppose that charter, that he came to suggest amendments, and went on and stated that he thought it should be accompanied by a stringent election law, and one of the members of the committee said that was already provided for.

Q. Who was that member of the committee? A. I don't recollect.

Q. Wasn't it Tweed himself? A. I guess it was, referring back to the articles I wrote to The Times; he next suggested the park commission should be allowed to remain as it was, and Mr. Tweed replied to that, the chairman of the committee, that we didn't propose to touch it, and then he made several other suggestions; among them was that the corporation counsel should be an appointive office instead of an elective office; the best evidence on that score would be to get Greeley's remarks, I think, which are printed in full in his own paper.

Q. Were you at the republican caucus held in respect to the charter? A. No, sir.

Q. Have you any other fact or circumstance that you can state throwing light upon this investigation? A. Not any.

By the CHAIRMAN :

Q. Did you hear any opinion expressed by the republican Senators in reference to the necessity of supporting the election law and the Tweed charter together? A. That was the general talk, almost universal, among republicans.

Q. What was the opinion expressed? A. That was considered so important a point that they made Tweed agree he would pass the election law before he passed the charter, and that was done; they brought up the election law, and passed it by an unanimous vote, I think, in the Senate.

Q. Was the opinion expressed that it was impossible to pass the election law without passing the charter? A. That was considered the consideration that the republicans were to get for supporting the charter; other considerations were, that the police commission, which the young democracy charter proposed to make a democratic commission entirely — they agreed that the police commission should be made non-partisan; also the tax commission, which Sands afterward went into; that was to be made a non-partisan charter.

Q. What was the politics of Sands? A. Sands at that time was the agent of the Citizens' Association.

Q. What was his politics? A. I think he was a republican; I am not certain; there were several considerations of that kind, besides the election law, that induced the republicans to support it; that was a great deal better for them in a party point of view than the young democracy charter.

Q. Do you know of any facts or circumstances indicating that any improper influence was used to secure Senator Woodin's vote; if so, state it? A. No, sir; I never heard Woodin's name mentioned in connection with the matter at all; as I tell you, he was not regarded, by any means, a leading Senator at that time.

By Mr. SPRIGGS :

Q. Were you here in the winter of 1871? A. Yes, sir.

Q. Do you remember what action was had by the democratic Senators with regard to the charter of 1870, in the winter of 1871? A. They remodeled it.

Q. Do you remember the date? A. I remember the most important thing they did; the next year they went to work and virtually

abolished the election law, which had been the consideration of the republicans supporting their charter, and the republicans were very angry about that, and there was some very hot debate about that.

Q. Charging bad faith to Tweed? A. Yes, sir; Tweed's excuse was that congress in the meantime had passed a law authorizing marshals of the United States to supervise elections, and that was so odious to democrats in New York that he made that an excuse for going back on his word and repealing the election law of the previous year.

JOHN B. LEVERICH, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

Q. Where do you reside, Mr. Leverich? A. Fishkill.

Q. Where did you spend the winter of 1870 mostly? A. 1870 and 1871 I spent in Albany during the session of the Legislature.

Q. Were you holding any official position during the winter and spring of 1870? A. I didn't; no.

Q. What was your business? A. I was a contractor in New York.

Q. Had you held any official position shortly before that? A. I was inspector of small contracts before that, when Tweed came into the department of public works.

Q. Appointed by whom? A. By his predecessor, Mr. Cornell?

Q. Did you hold any office under Tweed, or which you obtained through Tweed's influence? A. None whatever.

Q. What was your business in Albany during the session of the Legislature? A. I spent the winter here with Mr. Tweed during the time he was Senator; had but little to do in New York.

Q. What were your relations with Mr. Tweed? A. Social relations; no business whatever.

Q. Were you not employed by him? A. Not employed by him.

Q. Where did you room? A. Roomed with him; in the same suite of rooms that he was; simply a social friend of the family.

Q. Were you personally on confidential terms with him? A. On all other than political subjects; I was more a friend of the family than the political friend of his.

Q. Did your relations lead you to assist him in any matter that winter? A. Nothing relative to the legislation.

Q. Did you assist him in any other matter? A. Nothing more than taking charge of the ordinary hotel expenses and paying the bills.

Q. You did that during the winter? A. Yes, sir.

Q. Did he pay all the bills for himself and family? A. Yes, sir.

Q. Pay any other bill except himself and family? A. None other.

Q. Pay any bills contracted by him for other people? A. No, sir.

Q. Those who were not members of his family? A. No, sir.

Q. Any acquaintances or friends of his that visited Albany? A. No, sir; when I say paid bills I mean those only connected with the hotel, board and such as that, and carriage hire, and little matters of that nature.

Q. Do you remember about the aggregate amount of bills paid by you that winter? A. No, sir.

Q. Did you have conversations with Tweed concerning the passage of the bill known as the Tweed charter? A. No, sir.

Q. No conversations concerning the defeat of the young democracy charter? A. It was a matter that I took not the slightest interest in.

Q. You recollect no conversations with him about that whatever? A. No, sir.

Q. Or concerning the tax levy? A. That or any other bill; I kept myself wholly aloof from any thing connected with the Legislature.

Q. Have you any knowledge of any money raised in New York to influence legislation that winter? A. No, sir.

Q. Have you any knowledge of any money being used in Albany for the purpose of influencing the vote of any Senator? A. No, sir.

Q. Have you any knowledge of any money being given or promised to any Senator for his action in reference to any bill before the Legislature? A. No, sir; I have no knowledge of legislative matters.

Q. You were acquainted with a large number of politicians who were in Albany that winter? A. I have met a number of them, New York people I knew principally; having no business with any others, I didn't become acquainted with them.

Q. Did you take no interest in regard to the passage of the Tweed charter? A. Not the slightest.

Q. Nor the defeat of any other charter? A. Neither its defeat; cared nothing about it; had personal friends on each side, and made it a rule never to interfere in any way at all.

Q. Did you have any knowledge of any fact or circumstance tending to show an improper influence by money or otherwise, upon Senator Woodin, in reference to his vote, that winter? A. No, sir.

Q. Have any knowledge of any circumstance that would excite any suspicion that he was improperly influenced? A. No, sir.

Q. Did you know Senator Woodin that year? A. I didn't; I knew there was a Senator named Woodin, but until two or three years ago I didn't know who he was until I had him pointed out.

Q. You were in Tweed's room most of the time? A. Yes, sir.

Q. Did you know Senator Winslow? A. I knew there was a Senator named Winslow, but could not recognize him; I don't know that I ever had him pointed out.

Q. Any knowledge of any money having been paid or promised to Senator Winslow in reference to his vote or influence upon any measure pending before the Senate that winter? A. No, sir.

Q. Do you know of any circumstance which you can state in reference to that? A. None whatever.

Q. In reference to him, which would indicate that money had been used? A. No, sir.

By Senator SOHOONMAKER :

Q. How did you pay the hotel bills; with what funds? A. The principal bills generally paid by check; when I needed money I told Tweed to give me a check for the amount I asked for.

Q. Did you deliver the check to the hotel? A. Generally.

Q. Or go to the bank and get the bills? A. Generally paid in checks; most always had some of his money in my pocket.

Q. He furnished you with funds? A. Yes, sir.

Q. For what purpose? A. Simply to pay the current expenses of himself and family.

Q. Were there any other bills charged to Tweed at the hotel, except the family bills? A. Yes, sir; he paid other bills.

Q. Who paid the bills of other men? A. I have paid the bills of other men; New York people; friends of ours that came here.

Q. What do you mean by friends of yours; do you mean political friends or family friends? A. Political friends and personal friends.

Q. To what extent were such bills paid? A. I can hardly answer to what extent; no great extent; a few hundred dollars it may be.

Q. To the extent of a thousand dollars? A. I don't think I ever paid a bill, outside his own expenses, as large as a thousand dollars.

Q. In the aggregate a thousand dollars or more? A. Oh, yes; I think at the time of the excitement of the passage of the charter, about that time that the young democracy was up here, there were a number of persons that came up and left me with quite an extensive hotel bill to pay, and that was the one that I said was less than a thousand dollars.

Q. Do you say it was less than a thousand dollars? A. I think it was less than a thousand dollars; I haven't thought of this matter until this morning.

Q. According to the best of your recollection, how much did the hotel bills that were paid by Tweed during that winter for persons other than the members of his family, amount to? A. I don't know; could not approximate at all; probably five or six thousand dollars, the whole business.

Q. Was it as much as \$10,000? A. I don't think it was; I say about \$5,000 or \$6,000, the whole thing; they might have run over.

Q. Did you settle those bills? A. Yes, sir.

Q. Attend to the settlement of them? A. I attended to them.

Q. Were they charged in the hotel bills to Tweed? A. They were charged to the room, generally.

Q. To his rooms? A. Yes, sir.

Q. Do you remember the number of his rooms? A. Four hundred and fifty, the rooms.

Q. Who kept the hotel at that time? A. Mr. Leland.

Q. The same proprietor who now keeps it? A. If Chas. E. Leland now keeps it.

Q. Warren Leland? A. It is the same firm.

Q. Did you ever go to a bank with Mr. Tweed's check for a large amount? A. No, sir.

Q. And procure funds that were not designed for the family use or the payment of family bills? A. No, sir.

Q. Do you know of any person who did? A. I don't.

Q. Was you acquainted, at that time, with Mr. Van Vechten? A. I knew there was such a person.

Q. Abram Van Vechten? A. I knew of Van Vechten.

Q. Did you see him visit Tweed? A. I don't know that I ever saw him visit him; I never saw him visit him.

Q. Visit his rooms? A. Yes, sir; Van Vechten has been in his rooms; not frequently, sir.

Q. Do you know whether or not he cashed checks for Tweed, or procured them to be cashed? A. I don't.

Q. Do you know of Mr. Tweed holding private conferences with any of the Senators at that time? A. I don't, sir.

Q. Did you learn from Mr. Tweed, or in any other way, that money was used by him, or by his direction, to influence legislation? A. I didn't.

Q. Did he have any person with him, or in his employment at that time, to represent him in legislative matters? A. I don't know, sir.

Q. Did you see the safe in his room? A. I did.

Q. Was it a large or small safe? A. I think it was what they called a half-size safe; I put it there.

Q. You brought it there? A. Yes, sir.

Q. For what purpose was that safe there? A. To put Mrs. Tweed's jewelry in.

Q. Any other purpose; was there money kept in it? A. I never knew of a dollar being in it.

Q. Did you know John Garvey at that time? A. I did.

Q. Did you see him in Albany? A. I don't recollect of seeing him in Albany.

Q. Do you know whether he brought money to Tweed at one time? A. I don't.

Q. Are you able to state any fact or circumstance tending to show that money was used through the agency of Mr. Tweed to affect legislation? A. I know nothing that tends to that effect; know of no money used for that purpose.

Q. Do you know of any fact or circumstance tending to show a fund of money was raised for the purpose mentioned? A. No, sir.

Q. Was you in the confidence of Tweed in regard to legislative matters? A. Not the slightest.

Adjourned to 4 P. M., May 2, 1877.

ALBANY, *May 2, 1877* — 4 P. M.

ALBERT D. V. DODGE, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

Q. Where do you reside, Mr. Dodge? A. Albany.

Q. How long have you resided here? A. All my life.

Q. What was your business or occupation in 1870? A. Was connected with the executive department.

Q. In what way? A. Governor's messenger.

Q. During the session of the Legislature of that year? A. Yes, sir; during the four years of Governor Hoffman's administration.

Q. Were you particularly acquainted with matters of legislation during the session of the Legislature of 1870? A. Only as they came in contact with the office; had a general knowledge of what was going on.

Q. Do you know of any money being raised during that winter to influence the action of the Senators upon any bill before the Senate?

A. No, sir; I have no knowledge of my own.

Q. Do you know of any money being given or promised to any Senator for his vote upon any bill before the Senate of that winter?

A. No, sir; I do not.

Q. Do you know of any fact or circumstance which you can state tending to show that any money was paid for the vote or influence of any Senator during that winter? A. No, sir; I have no knowledge at all, positive knowledge, personal knowledge of the transaction.

Q. Do you know of any money being paid to or for Senator Woodin for his vote or influence upon any measure? A. I do not.

By Senator BRADLEY:

Q. Did you know Mr. Tweed? A. Yes, sir.

Q. Know Mr. Woodin? A. Yes, sir.

Q. Did you know of any transaction between them? A. No positive knowledge of any transaction; no, sir.

Q. Did you hear any conversation between them upon the subject of legislation? A. I don't call any to my mind now, although I may have heard them; I think I probably have; nothing that impressed my mind at the time as being remarkable.

By the CHAIRMAN:

Q. If you know of any, state it? A. I don't call any to my mind at all.

Q. Did you, upon any occasion in the Senate library-room, hear any conversation between Tweed and Senator Woodin during the session of 1870? A. I don't remember now whether I heard it in 1870; I remember of one particular time of seeing the Senators in the library together, discussing something in reference to a bill then pending, but I don't remember the bill now; I remember one particular time having occasion to go into the Senate, of seeing the Senator in the library, I think, lying on the lounge.

Q. Who lying on the lounge? A. Senator Tweed; I don't remember the year; I don't remember whether it was in 1870 or 1871; it must have been one of those years.

Q. Who else was in the library-room at the time? A. There were several in there; I don't remember.

Q. Was Senator Woodin there? A. My recollection is, that Senator Woodin and he were talking.

Q. Do you recollect the conversation? A. No, sir; I don't, particularly.

Q. Do you recollect any of it? A. It was in reference to some bill that was pending in regard to a vote on a bill; I don't recollect what the language was.

Q. If you recollect any part of their conversation, will you please state it? A. I don't know that I do, Senator; I had occasion at times to call here at the Senate; I remember the circumstance, and did not charge my mind particularly with it.

Q. Do you recollect whether the bill was one relating to the city of New York? A. No, I don't; I don't remember what the bill was now.

Q. You don't recollect any thing that was said between them? A. No.

Q. Or by either of them? A. I cannot recall to my mind now; I stepped off one side and said what I had to say to Senator Tweed, and passed out.

Q. Did you leave them there together? A. No, sir; Senator Woodin passed into the Senate, and Tweed remained in the library; that is my recollection of it.

By Senator SPRAGUE:

Q. You say you have no positive knowledge of any transactions between Mr. Tweed and Senator Woodin? A. No, sir.

Q. Have you any knowledge of any kind? A. No, sir.

Q. What? A. No, sir.

Q. Have you any information of any such transactions from any person who would know about them? A. No, sir; I don't know that I have; the general rumors were afloat at the time, and newspaper talk.

Q. Nothing beyond that? A. No positive knowledge at all.

Q. Was there any person excepting Mr. Tweed and Mr. Woodin, who, at the time, you understood had knowledge of any such transactions? A. I don't know that there was; I have no knowledge of my own; there was a great many things said, as everybody else heard.

By Senator SCHOONMAKER:

Q. You said you were messenger to Governor Hoffman? A. Yes, sir.

Q. Did you carry the legislative bills to the Secretary of State's office? A. Yes, sir.

Q. Do you recollect any thing about taking the Tweed charter and election laws to the Secretary of State's office? A. Yes, sir; I took the charter; I don't remember distinctly about the election law.

Q. Do you remember about the signing of those bills by the Governor? A. I remember the charter, the signing of the charter; I remember it, because there was a little incident that impressed it upon my mind as remarkable at the time.

Q. Do you remember which was signed first, the election law or the charter? A. No, sir; I don't.

Q. Do you know whether they were taken to the Secretary of State's office separately or together? A. I don't remember now; I had no occasion to charge my mind with it at the time; I haven't thought of it since; I could tell very easily by referring to my books — to my chapter books.

Q. You have no personal recollection on the subject of signing those two bills, or their transmission to the Secretary of State's office? A. I have a very distinct recollection and knowledge of the signing of the charter, but I don't remember particularly about the election law; the charter I remember very distinctly.

By Mr. SPRIGGS :

Q. Where was the charter signed? A. The executive chamber.

Q. Who was there? A. All the clerks were present, and my recollection of it, Van Buren was there; I don't remember now; there were two or three other gentlemen there; the whole force was there.

Q. No secrecy about it? A. None at all.

Q. All open? A. Yes, sir.

Q. Nothing to attract your attention to it? A. My recollection is, that the force of the office was all present; they were passing in and out all the time; numerous gentlemen were in and out; it was signed late in the evening, at the close of the session; the charter came into the office late in the afternoon.

Q. Late in the evening? A. It was after the adjournment of the Legislature.

Q. What was? A. After the adjournment of the Legislature for that day; they were in session at that time.

Q. You say it was about the close of the Legislature? A. My recollection is it was the close of the session.

Q. That would be your recollection of it? A. Yes, sir; I had no occasion to charge my mind with it at that time.

Q. Do you remember what year it was in that you went into the library of the Senate chamber and saw Mr. Tweed there when you saw Mr. Woodin there; also, whether it was in 1870 or 1871? A. No, sir.

Q. There were others there in the room? A. Yes, sir.

Q. Their conversation was public, whatever it was? A. Yes, sir.

Q. You don't remember what the subject of the conversation was? A. No, sir; no recollection at all, except that it was some talk in reference to a bill, and in regard to the vote pending on it.

Q. Tweed was lying down? A. Yes, sir.

Q. Some conversation passed between them, in the presence of others, and you left Tweed lying there? A. Yes, sir.

Q. And Senator Woodin went back into the Senate chamber? A. Yes, sir.

By Senator CARPENTER:

Q. You say you had no information, except rumors, in regard to that Legislature; have you heard any rumors in regard to the present Legislature? A. Well, yes, sir; I have.

Q. In reference to the Legislature of last year? A. Yes, sir.

Q. Every Legislature? A. I rarely remember one that I have not; I have lived here for thirty years.

By Senator SPRAGUE:

Q. Those rumors did not include the Senate, any of them? A. The word Legislature was used; I suppose it would include both houses.

HIRAM CALKINS, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

Q. Where do you reside? A. In the city of New York.

Q. You are at present the correspondent of the New York World? A. Yes, sir.

Q. What was your occupation in 1870? A. I was clerk of the Senate.

Q. During the legislative session? A. During the session of 1870 and 1871.

Q. Were you also correspondent of the World? A. I was not.

Q. You took some interest in legislative affairs, I suppose? A. I took interest enough to discharge my duties as clerk of the Senate; did not interfere with legislation in any way.

Q. You have taken more or less interest in politics for the past twenty years? A. Yes, sir.

Q. Have been generally, during that time, correspondent of some newspaper? A. Well, about half of the time.

Q. You were well acquainted with nearly all of the Senators? A. Yes, sir.

Q. You paid particular attention to the progress of the passage of bills through the Senate, did you not? A. Always; it was necessary in my position.

Q. Well, not only so far as it was necessary to discharge the duties of your position, but as a matter of courtesy, was it not? A. To some extent, perhaps, I did, as a clerk always has to be posted; Senators and others are all the while inquiring where the bills stand, and it is necessary to be thoroughly posted all the time.

Q. You are a democrat, politically? A. Yes, sir.

Q. Were you not rather on intimate terms, politically and socially, with the democrats — *i. e.*, members of the Senate? A. Yes, sir; with the republicans also, socially with the republicans.

Q. Did you have any knowledge that winter of any money being given, or paid or promised, to any member of the Legislature to influence his vote upon any matter pending before that body — any member of the Senate? A. I don't know, but that is a broad question; I have no knowledge of any.

Q. I will ask you then, you say you have no knowledge? A. No, sir.

Q. Did you have any knowledge of any money being given or promised to Senator Woodin to influence his vote or action? A. I have no knowledge and heard no rumor of the kind during the session.

Q. You were well acquainted with all the democrats? A. Yes, sir.

Q. With Tweed? A. Yes, sir.

Q. Do you know of any fact or circumstance that would tend to show that any money had been promised or given to influence Senator Woodin's vote that winter? A. I don't know as I do.

Q. If you do we desire you to state the fact or circumstance? A. I don't recall any, or a suspicion at the time.

Q. Heard no rumors? A. Heard no rumors until some time afterward — until the republican papers charged they were bought up, and since.

Q. That was a particular charge made against that Legislature?

A. That and all others, most of which is imagination.

Q. Do you know of any money having been paid or promised to Senator Winslow? A. I do not.

Q. To influence his vote or action? A. No, sir.

Q. Or to be given by him to any other Senator? A. No; never heard a thing of the kind until recently.

Q. You saw the article in the New York World of April seventeen? A. Yes, sir.

Q. Do you know any thing whatever, in regard to the charges therein contained, in reference to Senator Winslow, or Woodin, or Mr. Hastings? A. I know nothing except from the papers and what has come out since and has been published.

Q. Well, when you say you know that, do you mean you saw it in the papers, merely? A. I saw it in the papers.

Q. Or did you have no knowledge? A. No; had no personal knowledge, only what you all have got.

Q. Mr. Calkins, if you know of any circumstance that would aid us in this inquiry, I wish you would be kind enough to state it? A. I don't know as I know of any particular point about the legislation of that winter; if there was any money paid I did not know any thing about it.

By Senator SCHOONMAKER:

Q. Do you know of any arrangement or understanding between democratic and republican Senators in regard to the passage of the charter, or the election law, or both? A. All I know about any arrangement is what was stated in the Senate at the time.

Q. What was that? A. That understanding was that the registry law should be passed as a concession from the democrats, and the republicans voting for the charter in return.

Q. That was stated in the Senate at the time? A. Yes, sir.

Q. Who said it? A. I think it was stated by Parker, or Winslow, and Mr. Tweed, and I think some of the other Senators, in explaining their votes on the charter, stated they voted that way for that purpose, or with that understanding.

Q. Do you know what the considerations were, the political considerations, for the passage of those two bills? A. The political

consideration on the democratic side, to get rid of the republican commission in New York, that the people had been complaining of, two-thirds, both democrats and republicans, advocated their repeal.

Q. You say that for the democrats? A. Yes, sir; on the republican side it was claimed they wanted a more stringent registry law, and the republicans voted for the charter to get the registry law.

Q. Do you know of any understanding about retaining any republican officials in office? A. There were some rumors of the kind, but I did not know any thing about it personally; I know they were retained afterward.

Q. Did you understand there were any other considerations than political? A. I did not.

Q. Do you recollect the passage of the tax levies? A. Yes, sir.

Q. Do you know any fact or circumstance tending to show improper influences were used to secure the passage of those measures? A. I don't know as I do; they went through very smoothly; a fight only on one point.

Q. Do you remember what that was? A. Appropriations for sectarian charity schools; they were called sectarian appropriations for charitable schools in New York.

Q. Do you recollect which passed first—the charter or election law bill? A. The election law for the city; they were reported to the Senate from the committee on Monday morning, and made a special order for Tuesday morning; on Tuesday morning, during the morning session, the Senate went through the Committee of the Whole with both of them; the registry law was amended and passed; the charter was ordered to be read a third time, and then a recess taken until three or four o'clock in the afternoon, in order to give the House time to concur in the amendments to the election law; the House held a session in the afternoon and concurred in the amendments to the election law; it was really a new bill; the message to the Assembly was to strike out all after the enacting clause and insert; it was a new bill, and after the word came back from the House that they had concurred in the amendments to the election law, the Senate passed the charter.

Q. Were they both Assembly bills? A. Yes, sir; both engrossed in the Assembly.

Q. Did they both require engrossing when they went back to the Assembly? A. There was no amendments made to the charter; the

charter passed the Senate as it passed the Assembly, without crossing a "t" or dotting an "i"; I think the charter went to the Governor first.

Q. Have you any personal knowledge on that point? A. No; from the fact that didn't have to be engrossed and the other did, that being a long bill; I know it was signed first.

Q. The charter? A. Yes, sir.

Q. Did you know any thing about from whom the proposition came, which side, to enter into the arrangement that you have referred to?

A. I don't; the first I heard of it was a statement in the Senate, when the election law was up; Mr. Tweed announced to the republicans that they could make whatever amendments to it they desired.

Q. Was this election law and bill they passed the Waterbury bill? A. It was not.

Q. Do you know what became of that bill? A. I am not positive whether it was the Waterbury bill that passed the Assembly and was stricken out in this amendment.

Q. Was the Waterbury bill reported to the Senate? A. It was not; my impression is the Waterbury bill was not reported.

Q. Did you know which bill, if any, of the two election law bills, Mr. Greeley was in favor of, and advocated in Albany? A. I was not aware that he was in favor of any particular bill; his cry was simply, "we want as stringent an election law as can be got."

Q. Do you recollect there was any other provisions than that you have mentioned in the tax-levy bill; the tax-levy bill that was the subject of discussion? A. I don't remember of any other being discussed at any length.

Q. Do you recollect there was any thing said in the Senate about the provisions in the tax-levy bill, which created a board of audit? A. That wasn't in the city tax levy; it was in what is called the county tax levy.

Q. That is where the mischief was? A. The county tax levy was the bill that had the board of audit in; that passed the Committee of the Whole, without any amendments, except those made in the Committee on Municipal Affairs, and there was no debate or discussion on that bill.

Q. Do you understand any reason why the tax-levy bill of the county of New York had the support of the republican members of the Senate? A. I don't.

Q. Did you learn in any manner of any influence being applied to get their support for that bill? A. I learned of none.

Q. What do you say in answer to the same question as applied to the city tax-levy bill? A. I learned of no influence being brought to bear; the city tax levy was a much longer bill, and the debate was over what they called the sectarian schools, and nearly every republican Senator who voted for it gave as the reason at the time because it repealed that provision to take effect at some future day.

Q. The bargain that you referred to didn't apply to the tax-levy bills? A. No, sir; that is all I know about the bargain; I don't know what it applied to.

By Senator SPRAGUE:

Q. Mr. Calkins, were you in the Senate in 1871? A. I was.

Q. As clerk? A. As clerk.

Q. Do you remember the election law or registry law being amended that year? A. I do.

Q. Do you remember the fact that it was charged in the senate at that time that the amendment to the election law was a breach of this contract that had been made the previous session? A. I do; and several Senators were trying to tear their shirts over it.

Q. A good deal of indignation? A. Yes, sir.

Q. The charge was they got the charter through on the strength of the election law, and were seeking to amend the election law under the breach of contract under which the charter was made? A. That was the charge made by Parker and Chapman and Senator Woodin and I think some other Senators; Parker headed in it, made the charge first.

Q. Mr. Calkins, you saw the article that was published in the New York World of April seventeenth, purporting to be a message from Albany? A. I did.

Q. Containing these charges in respect to Senator Woodin, Hastings and Winslow? A. Yes, sir.

Q. Was any matter, touching those gentlemen, contained in that alleged communication, sent from Albany, so far as you are aware? A. I cannot tell you whether it was sent from Albany or not; I know no portion of my dispatch mentioned those names.

Q. Was it sent from Albany, so far as you know? A. I don't know as I want to testify in regard to that.

Q. Have you any knowledge of it from Albany? A. No personal knowledge.

Q. Had the New York World any correspondent, except yourself,

at Albany at the time? A. Yes, sir; Mr. Shanks is down on the list, in the Senate, as one of the correspondents.

Q. Was any portion of the matter contained in that dispatch sent by you? A. Yes, sir.

Q. You say you were pretty intimate with the Senators in 1870? A. Yes, sir.

Q. Did you know Woodin? A. I knew him well.

Q. And Winslow also? A. Yes, sir; but not so well as I did Woodin.

Q. And Tweed also? A. Yes, sir.

Q. Were you in Tweed's rooms often? A. Occasionally; I cannot say I was in there often.

Q. Where did Woodin room? A. I think Woodin roomed at Congress Hall that winter.

Q. And Mr. Tweed at the Delavan House? A. Yes, sir.

Senator WOODIN—The first year I was here I boarded at the Delavan.

The WITNESS—The second year I know he boarded here because I boarded here that year.

By Senator SPRAGUE:

Q. Were there any relations that you knew of existing between Senators Woodin and Tweed? A. Nothing more than what was customary between Senators.

Q. Was that Woodin's first year in the Senate? A. The first year.

Q. Was he a prominent member of the Senate at that time? A. There is a difference of opinion in regard to his prominence; at the commencement of the session he was not considered as prominent as some of the other Senators, but I think he was at the close.

Q. Was he a man gradually gaining influence through the session? A. Yes, sir; what we call developing.

Q. Now, during the session, were there rumors of improper influences being used to pass the Tweed charter? A. I heard none; no rumors.

Q. So far as the passage of that charter was concerned? A. So far as the passage of that was concerned, there were no rumors.

Q. How as to the tax levy? A. The tax levy passed almost at the close of the session, and even if there were rumors nothing would have been heard until they all got away.

Q. During the session you heard no rumors of improper influences being used on any of those measures? A. No, sir.

Q. When was the first time you heard of any improper means being used as to those measures? A. I think not until a year afterward.

Q. When did you first hear any rumors connecting Woodin with it in any way; any improper influences so far as Mr. Woodin was concerned? A. I think the first rumors was some time in 1871, when the republican papers were making charges against Mr. Woodin and other Senators.

Q. Those rumors originated, as you understand it, in New York city? A. Yes, sir.

Q. In the press? A. Yes, sir.

By the CHAIRMAN:

Q. Were there any rumors of the use of money in the passage of the charter, by the young democracy? A. There were.

Q. Those were rife during the winter? A. They were rife the very day the charter was defeated; every day, all around the hotels here.

Q. Those were the only rumors you heard that winter for the use of money to defeat or pass any measure? A. Yes, sir; that was in the House.

By Mr. SPRIGGS:

Q. That was to the effect that the young democracy had been brought up? A. Both sides.

Q. Only one side? A. The republicans, with a portion of the democrats; the vote on the charter and the defeat of the young democracy charter; the New York delegation nearly all voted for the charter, and the vote against was by the members from both sides from the country which beat it.

Q. The only charge of the use of money was in connection with that? A. In connection with that.

Q. I think you said, Mr. Calkins, but it does not appear perhaps clear, and I will ask this question: did the dispatch sent by you to the World, on the evening of the sixteenth of April, contain the name of Mr. Woodin, or either of the other persons named in that article? A. Contained some of the other person's names, but none of those who the charges were against.

Q. None of those who the charges were against? A. No, sir.

Q. Then I will put the question distinctly; did it contain the name of Woodin? A. It didn't.

Q. How did this question with reference to sectarian appropriations come up? A. In the Legislature of 1869, a clause was inserted in the city tax levy providing that thereafter there should be paid to the charitable schools of New York, an amount equal to twenty per cent of the amount paid for granting licenses in the city of New York, of the excise money.

Q. That was a section of that law of 1869? A. That was a paragraph, it wasn't a section, in the tax levy of 1869; it was in section ten.

Q. And the question came up upon the effort to repeal that section? A. To repeal that section.

Q. Was Senator Woodin prominent in that fight? A. He was very prominent during the entire session for the repeal of that section.

Q. And succeeded in repealing it; that is, the Senate that reported it? A. The Senate repealed it, to take effect afterward.

By Senator SCHOONMAKER:

Q. What do you mean by saying, Mr. Calkins, there were rumors that both sides were bought up on the young democracy charter? A. Both republicans and democrats.

Q. The rumors were not confined to one political party? A. No, sir.

By Mr. SPRIGGS:

Q. That was in the Assembly? A. Yes, sir.

Q. It didn't extend to the Senate? A. No; that charter never came up in the Senate.

Q. About how long was that before the passage of the Tweed charter? A. As near as I can remember now, the young democracy charter was beaten about the twenty-second of March, and on the twenty-eighth of March, what they call the Tweed charter passed the Assembly; it passed the Senate on April fifth; that and the registry law both passed the same day, and both were signed the same day.

By Senator BRADLEY:

Q. Do you recollect that the introduction and passage of the Tweed charter was part of a scheme involved in the defeat of the young democracy charter at the time that was defeated? A. I don't know as I had any understanding about it at the time.

Q. Was it then understood that the Tweed charter that did pass was to be introduced? A. It was introduced before the young democracy charter was introduced.

Q. Do you recollect when it was first introduced? A. It was introduced in the House early in February.

Q. It was pending in the House? A. Yes, sir.

Q. How soon after the young democracy charter was defeated was the Tweed charter passed in the House? A. The young democracy charter was defeated the twenty-second of March, and the other passed the House on the twenty-eighth, the following week.

Q. Do you recollect whether at that time the Tweed charter had been reported at the time the young democracy charter was defeated? A. I think it had not.

Q. Had it been published? A. It was published in full in the New York Times the day after it was presented.

Q. That was in February? A. Yes, sir; a day or two after.

Q. Was that also introduced in the Senate? No, sir.

Q. The Tweed charter? A. The young democracy charter was the only one introduced in the Senate, and that was referred to the delegation from the city of New York.

Q. Do you recollect whether the movement which defeated the young democracy charter in the House was a sudden one? A. It was.

Q. You will state what you mean by its being sudden, so that we will understand it? A. There was a general impression that the bill was going to pass; as a part of a scheme of the young democracy, the Senate had passed a bill to reorganize the police department, and sent it to the House; it was considered there in the same Committee of the Whole with the young democracy charter, and the general impression was they were both to go through; I know when the messenger came up from the Assembly, I received it during the morning session, that they had defeated the police bill, and also stated they had defeated the young democracy charter; it was a surprise to me and others around me.

Q. How long before the defeat of it, if you know, was the combination formed which defeated it in the House? A. I have no knowledge on that point; all I know about its being defeated is when it was defeated.

Q. Do you know what influence was brought to bear to defeat that in the Assembly? A. Nothing further than by rumor.

Q. Did any republican Senators, so far as you knew, participate in the movement which defeated it? A. Not as far as I know; never heard it.

Q. Whether the defeat of the young democracy charter was the product of it? A. I have no knowledge of any arrangement; those who voted for the defeat of that charter, voted for the Tweed charter when it came up afterward; you can draw your own inference.

Q. Do you know how the republican members of the Senate, at the time this charter was defeated in the House, stood in reference to it, from any thing you learned? A. My impression is the republicans in the Senate were against any charter, and for retaining the commissions at that time.

Q. Do I understand that any arrangement was made for the support of the Tweed charter, before the young democracy charter was defeated in the House? A. I think not, for this reason, that it was given out that the Tweed charter had been abandoned, what we now call the Tweed charter; it was not called that then; Mr. Sweeney, who had been here early in the session to push this charter, had picked up his traps and left for home, and said he was not coming back here, and it was not ten days before the young democracy charter was beaten.

Q. There was a sudden change of front? A. Yes, sir; it took place on that day.

Q. Have you any means for accounting for that? A. No, sir.

Q. Any circumstances which enables you to give a reason? A. There were circumstances on that day after the adjournment; I met quite a number of republicans from New York, several commissioners, police commissioners and others, who seemed to be very much elated; I supposed they had a hand in it; I recollect of meeting Henry Smith and Mr. Manniere as I was going up to the Capitol that day.

Q. Do you recollect how it affected the countenances of members of the Senate? A. I did notice a very marked difference between the Senators and Assemblymen; some with elongated faces, and others very cheerful.

Q. Did you notice whether Senators Woodin or Winslow participated in the glory of that result? A. I did not; I don't remember of their participating; both of these gentlemen were in the Senate attending to their duties all the morning session, and Tweed was in the House very hard at work, and, as I understood at the time, working for the young democracy charter.

Q. Did you see any thing by way of communication between Tweed and his friends, and the republican members of the Senate, immediately preceding that *coup d'etat* in the Assembly that defeated that young democracy charter? A. I think not; may have been a great many and I should not know it.

Q. No peculiar circumstances that attracted your attention? A. None whatever.

Q. That excited suspicion in your mind that any mischief was going on? A. I had no suspicion whatever that that charter was going to be beaten.

By the CHAIRMAN :

Q. Did there seem to be through the Senate an expression of surprise or not? A. I don't think, as a general thing, the Senate knew it before they adjourned.

Q. You were speaking of the expression of countenances? A. After they adjourned.

Q. Was it an expression of surprise, apparently? A. It was.

Q. Can you illustrate that expression? A. I don't know as I could; I am not an artist.

By Senator BRADLEY :

Q. You soon learned the republican members of the Senate were ready to drive a good bargain? A. I have always found them good at a bargain, especially when there was an office they could get or retain; there were a good many combinations I should judge that winter.

By Senator SPRAGUE :

Q. Did any thing occur during that session that excited a suspicion in your mind in regard to the integrity of Senator Woodin? A. No, sir; I looked upon Senator Woodin as a very conscientious, church-going man, and would not do any thing wrong.

Q. Did you see John Garvey up here? A. I did not.

Q. Did you hear of his being here? A. I heard of his coming.

Q. Did you see any change immediately after that; any thing that indicated a change with the members of the Legislature? A. I did not; I don't think I knew of Garvey's being here until after he went away.

Q. I meant after he went away? A. As I understood it at the time, he was here just before the defeat of the young democracy charter, and was gone before I heard a thing was done.

Q. You understood that he came here loaded? A. That was the rumor; knew nothing about it.

Q. You saw no particular evidence of increased liberality, I suppose, about the Legislature? A. No, sir.

Q. Officially, I mean? A. No; I am not aware of any thing; some were living pretty well that winter.

Q. Have you any reason of changing the opinion which you entertained of Senator Woodin, that you had in 1870, up to this time?

A. It depends on whether I believe his own party papers or not.

Q. I asked you whether you have changed your opinion of the Senator since 1870, as being a conscientious man? A. Well, I don't know but it would be hard work to draw the lines from the impression the articles have made on my mind, and what I know of him.

Q. The republican papers would not have changed your mind? A. No, sir; I have no reason to change it.

WILLIAM B. WOODIN, being duly sworn, testified as follows:

Examined by the CHAIRMAN:

You are Senator from the twenty-fifth Senate district now? A. I am.

Q. You represented that district in the Senate in 1870? A. I did.

Q. You have read the resolution adopted in the Senate, ordering the inquiry in reference to the matters now under investigation? A. Yes, sir.

Q. You have read a large portion of the testimony that has been taken on this investigation? A. I have not; I have read in some of the New York papers some of the testimony of Mr. Tweed, Mr. Hastings, and, I think, a portion of the testimony of Mr. Kelly; I have not read the testimony of Mr. Winslow nor any other witness you may have examined in New York, but I have heard the testimony of several witnesses here; I have so much of the testimony as is printed in my possession, but I have not even read that yet; I have read Mr. Tweed's testimony and glanced over the testimony of Mr. Hastings.

Q. Perhaps you had better state so much of the history of this legislation of 1870, and such other facts as are within your knowledge, that bear upon this subject of inquiry? A. I will say, then, to begin with, that the first time I ever heard or knew of there being any controversy between the young democracy and Tammany Hall, about any legislation affecting the city of New York, was the morning of

the defeat of the Huckleberry charter, and that arose in this wise : I was in my seat in the Senate chamber attending to my duties there, and all the morning I noticed the absence of Tweed, Genet, Creamer, Norton and Bradley, and I made some inquiry of some Senator what had become of the wheel-horses of the democracy, and then learned for the first time there was a struggle about New York legislation, and for the first time heard of what was called afterward the Huckleberry charter ; my information was that there was some controversy in the Assembly ; I gave no heed to it, nor thought any thing about it, until the return of Tweed and Bradley and Genet ; I noticed them on their return, and their peculiar expression ; I cannot give that ; Mr. Tweed I can describe as being very flushed in the face, apparently under excitement ; Bradley in the same condition, and Genet with a black or dark frown ; I did not notice Mr. Creamer or Mr. Norton ; that was the beginning of my knowledge of the legislation for the city of New York ; that passed out of my mind very soon ; I heard nothing about any struggle or anxiety about legislation for the city of New York ; did not understand or realize there was a controversy in the Senate ; a short time after that — within a very short time — there was a caucus, or an invitation made by some one — by whom I don't know — for republican Senators to meet in the room of some one of the Senators in this building (Congress Hall), over the dining room ; I was present, and I believe all the republican Senators were present, except Senator Parker ; I thought he was present, until he told me yesterday he was not ; there, for the first time, I heard about the charter, which was subsequently called the Tweed charter ; Mr. Kennedy, who was a member of the Committee on Municipal Affairs, opened the subject ; I heard nothing about it before ; and he then stated to us what political considerations or advantages we could gain by supporting that charter ; I remember very distinctly that he made use of this expression — that we could take blank paper, and draw such an election law for the city of New York as the republicans would be satisfied with ; I remember, also, of his stating that the contemplated removal by some process of the auditor of the canal department would be abandoned ; also, that the superintendent of salt springs at Syracuse would be allowed to remain ; I then knew nothing about the provisions of the charter at all ; I was controlled somewhat by those political advantages, political considerations ; he rehearsed to us what we all had been told before, about the frauds in the city of New York in 1868 ; what all republicans would say about

them, and the desirability of having a vigorous election law in that city ; that was the beginning of my knowledge of the Tweed charter ; I don't know what condition the bill was in in the Assembly or in the Senate ; we had another caucus in the Senate chamber in the evening, I think, after the evening session in the Senate, at which every republican Senator was present, and during the caucus there was also present Mr. Greeley, Mr. Varnum, Mr. Glassy, ex-Senator Laimbeer, and there was a general conversation about the charter — rather about the situation, and the charter was talked about as a whole, not in its details, but chiefly the desirability of an election law ; I do not remember now, and cannot give what any person said in reference to these measures ; I know this, remember it distinctly, because it made an impression on my mind at the time, that, as between Mr. Greeley, Mr. Glassy, Mr. Laimbeer and Varnum, there was not entire unanimity in sentiment ; there was a difference, but what it related to, I am not now able to recall ; they conversed with us, and after a time withdrew, and the vote was taken, and it was determined then to support the charter, and I think that it was given into the hands of Mr. Kennedy (I do not know that a committee was appointed, but I know that he was one at any rate), to prepare the election law ; that was done, and in due course of time both bills were passed ; my recollection is now that the election law passed first, and after the House had concurred in the amendments made by the Senate to the bill ; I remember distinctly of Mr. Kennedy's coming into the Senate chamber at some time, I won't say it was the same day it passed, nor evening, but at some time immediately after, and stated to me that the Governor had signed the election law ; that was uppermost in his mind, and uppermost in the minds of all republican Senators ; the history of the charter after that I know nothing about ; know it became a law of course ; at this point I desire to put upon record what is already upon record in another place, first, an article of the New York Tribune, of March 30, 1870 ; I would like to have it in the record ; it reads as follows :

[FROM THE TRIBUNE, WEDNESDAY, MARCH 30, 1870.]

THE NEW CHARTER.

The people of our city will not have leisure carefully to examine the provisions of the proposed new charter for this city. We call the attention of our readers to the following important points in this new instrument :

1. The board of aldermen is to be composed of fifteen members, to be elected on a general ticket. *This will be a very great improvement on the other plan*, and will probably result in returning to the board men of good repnte. We think that respectable and trustworthy men can be induced to accept a nomination on a general ticket who will not now permit their names to be mentioned in connection with the board. *All along we have insisted that this was a change essential to the good government of this city.*

2. A unanimous vote of the board of aldermen is made necessary for every increase of salary and for the creation of new offices.

3. The street and Croton aqueduct departments are united into one department, called the department of public works, with one responsible head instead of four, as at present.

4. A department of docks is created for the purpose of improving our river front, and providing accommodations commensurate with the trade of our city. *It is said that the board of docks is to have the powers set forth in the several bills that the Citizens' Association has had introduced in the Legislature from time to time.*

5. *The municipal government is made a symmetrical whole.* All the heads of departments are appointed by the mayor, without any concurrent vote of the board of aldermen; and the mayor has power to impeach heads of departments, and, after conviction, to remove them from office. Heads of departments cannot be removed without cause.

6. The members of the various commissions hold their positions by appointment by the mayor.

7. The commissions are deprived of their metropolitan features, but the other features are retained.

8. *The mayor will have the power of giving our people good municipal government*, and will be responsible for whatever of bad government may still exist.

The above are the general features of the proposed city charter, and from these it can be seen that *it has points of decided superiority to our present wretched anarchy.* But we must insist that an EFFICIENT ELECTION LAW, whereby fraudulent voting shall be prevented and punished, IS THE FIRST REQUISITE OF OUR PRESENT CONDITION. No municipality chosen by repeaters and ballot-box stuffers can be honest or beneficent.

[FROM THE TRIBUNE, THURSDAY, MARCH 31, 1870.]

CHARTER REFORM AT ALBANY.

"The Tweed-Sweeney municipal charter was yesterday driven through the Assembly at railroad speed, according to programme. It now comes before the Senate, where its fate is in the hands of the republican minority. We entreat them to accord it their careful, deliberate scrutiny. *It is an improvement on the original Frear charter, and we think also on that which was killed last week. It is eminently right in dislodging from office our present boards of aldermen and assistants.*" * * *

I should say in justice to The Tribune that this is only an extract from this article, and from that point there seems to be something that I have not got from the extract. I cut it from a paper as it was published:

"*Above* all, **BEYOND** all, **BEFORE** *all*, give us a law which shall henceforth secure to the legal voters of our city their constitutional right to choose their own rulers. **ALL ELSE IS NOTHING TO THIS!** We have been ruled by ballot-box stuffers long enough. Make it certain that every legal elector's vote shall count exactly one whenever he sees fit to cast it, as the law directs, and that no other vote shall be cast at all, and we can live almost under any charter; without this no charter can do us any good.

"*We entreat the republican Senators to look sharply to this point. IT IS THE THERMOPYLÆ OF THE STRUGGLE. Trust not to their professions; we are sick of them.* * * * **VOTE WITH ANY FACTION, FOR ANY CHARTER, THAT WILL PROTECT US AGAINST ILLEGAL VOTES.** You cannot be too rigorous in dealing with those who have degraded our elections into a revolting farce by stuffing half the ballot boxes with illegal votes, and falsifying the votes cast in the remaining districts by fraudulent returns. **VOTE FOR ANY CHARTER THAT WILL PROTECT US FROM A REPETITION OF THESE FRAUDS,** and for none that leaves us exposed to their perpetuation."

Now I want to read two extracts from the New York Times, one published April fourth, the day before the charter passed, and the next April sixth, the day after it passed.

[FROM THE NEW YORK TIMES, APRIL 4, 1870.]

THE NEW CITY CHARTER.

“While the Union League Club, by a small majority, and after a tough contest, protests against the passage of the pending charter, unless it is essentially amended, the Citizen’s Association indorses it as a whole, and entreats the Senate not to delay its enactments. In a question of this nature the association speaks with authority. It has struggled so long and so earnestly against the evils of our city’s government that its declaration in favor of the new charter as a measure that ‘should receive the support of all who desire to give New York a symmetrical, efficient and honest local government,’ is entitled to careful consideration. Nor can it be said that the ground set forth as a basis and justification of this announcement is otherwise than solid.

“The document, we print elsewhere, shows that many of the reforms for which this association has most strenuously contended are secured by this new charter; that many abuses of the existing system are effectually prevented; that in other respects which are specified, the bill embodies recommendations which received the approval of the constitutional convention, in which republican counsels largely predominated. The merit of perfection is not claimed for the charter by the association, but it is alleged that so many of the provisions ‘are decided improvements’ that its defeat would be a great loss to the community.

“We presume that the possibility of making the bill yet more perfect will be well considered by the republican Senators. The suggestion of the Union League Club, in reference to the management of the Central Park, merits special attention. The most important point in connection with the charter is, however, the enactment, simultaneously, of a comprehensive and well-balanced election law. The promoters of the charter profess a determination to accompany the proposed changes in the city government with a measure which shall secure honest elections. Without this further measure all else will be valueless; and it is the duty of republican members of the Legislature to profit by the opportunity which democratic dissensions afford for securing better local government and purity in elections, which will render further improvements comparatively easy.

[FROM THE NEW YORK TIMES, APRIL 6, 1870.]

MUNICIPAL REFORM.

(*Extract.*)

“Another most singular feature of yesterday’s work was the final demonstration which it afforded of the utter *fiasco* of the O’Brien or World action of the democracy. It was the most lame and impotent conclusion of a movement which was begun with a high sounding proclamation, and waged with an unwonted show of vigor. The result to that faction has been a most humiliating and ignominious defeat. Recent political history does not record such another.

“Of the two enactments we regard the new election law as the most salutary. It strikes at the very root of the intolerable evil which has hitherto existed, by placing it in the power of the people to secure an honest expression of the general will. Hereafter, if the responsible and honest portion of our citizens will but attend to their duties, we can have fair elections. If they do not, they will be estopped of future complaint. To the State at large the new bill is of special importance, in that it will prevent a repetition of those monstrous frauds by which the voice of the rural districts has been overcome, and its majorities nullified.

“The new charter is very generally conceded to be a good one. The vote by which it was passed ought certainly to be accepted as a sufficient guarantee that it is. It is not to be supposed that the Citizens’ Association, and the members of both Houses of the Legislature, could be induced to sanction it, if it were not. In the matter of practical interpretation and judgment of so important and formidable a document we refer to the opinions of those who have given it that close examination which it deserves. We have the assurance of the best men of both parties that it is a substantial and reliable reform, and from the examination we have been able to give it we are inclined to concur in that opinion. At all events it is a vast improvement upon the old one, and if it shall be put in operation by Mayor Hall, with that regard for the general welfare which we have reason to anticipate, we feel sure that our citizens will have reason to count yesterday’s work in the Legislature as most important and salutary.”

I voted for the charter in pursuance of an arrangement — call it a bargain — let it be written a bargain — made by some of the representatives of the republican party in the Senate with some who

claimed to be representatives of the democratic party in the Senate ; that they would allow us to pass a rigorous registry and election law if we voted for the charter ; but I felt at the time that I was performing our part and parcel of the bargain ; that I was doing an act which merited just such comments as I have read to the committee ; I desire specially to refer to some testimony that has already been taken ; I boarded at the Delavan the first year I was in Albany.

By Senator BRADLEY :

Q. That was in 1870 ? A. That was in 1870.

By Mr. SPRIGGS :

Q: Where did you room ? A. On the third floor, on the east side of the building ; I never was in Mr. Tweed's room but twice in my life, once on the day of the final hearing before the committee, when Mr. Greeley was there, and I understood Mr. Tilden was there, but did not hear him ; the next time was quite late in the session ; I went there with Wesley Smith, one of the editors of The Argus, and a gentleman by the name of Robinson, from my own city, and I will tell you how I came to go : Mr. Robinson was a clerk in the department of taxes and assessments of the city of New York, appointed by George H. Andrews, now one of the commissioners, at the time the act or right away after the act creating that department was passed, and has been a clerk there ever since ; I think first there in 1868 ; in 1870, near the close of the session, Mr Robinson heard that there was to be a general change among the clerks, and he came here to Albany to see that his head was not taken off ; he came to me ; I told him I could be of no service to him ; I said here is your brother-in-law (Mr. Wesley Smith was a brother-in-law of his), the editor of a democratic paper must certainly be able to have some influence with Mr. Tweed ; I said to him I would go along with him, and we three went to Tweed's room, and that subject was talked about, I taking very little part in the conversation, and after that we left ; was not there probably five minutes ; those were the only two occasions that I ever was in his room ; I say this now, that I never had a word of conversation with him in my life that was not in the presence of others, and that in the Senate chamber or library ; nor was I ever alone with him anywhere ; in the printed copy of Mr. Tweed's testimony I find this :

“ Did you, during that time, have any transaction with him of a pecuniary nature ? ”

"I decline to answer in that form for reasons given in my statement."

I say that he never had any pecuniary transactions with me, either directly or indirectly.

By Senator SPRAGUE :

Q. Did you, in the winter of 1870, have any business transactions with Mr. Tweed of a pecuniary nature ? A. I never did.

Q. Did you ever at any time have any transaction with him ? A. Neither before, at the time, or since.

Q. Did you receive any money from Tweed, or any one in his behalf ? A. Not a penny, or the promise of any.

Q. Did you ever borrow any money of him, or receive any money from him in any way, for services whatever ? A. Not a dime ; lest that answer may be criticised, I will say not any at all.

Q. There was another question put to Mr. Tweed : " Did you play any games for large stakes ? " Did you ever play any game of chance with Tweed, either for money or pastime ? A. I never saw him play a game in my life ; never was present when he played a game in my life ; and never heard that he played a game in my life ; and I never played with him or any agent of his.

Q. There is another matter on the subject at page 21 of the printed testimony ? A. Here is another one I want to answer, one on page 7 ; the question is : " Did you intentionally leave any money where he might get it ? " He declined to answer that ; if he ever did, I never found it.

Q. You never had any intimation from him, or any one in his behalf, that he had left any money where you might get it or find it ? A. No, sir.

Q. Or have the benefit of it in any way ? A. No, sir ; here is something on page 17 : " Did you have any assurance from Senator Woodin that he would vote for that charter ? " He says, " I decline answering. " I say that at no time, under no circumstances, did I ever have one word of conversation with William M. Tweed about any city legislation, except once, and that was in the Senate Chamber, in public, and that related to the two per cent act ; the bill known as the two per cent act ; I desire to make this statement here ; that was in 1871 ; I never had any conversation with him about the charter ; never had any conversation with him about the tax levies of 1870, at any time or place.

Q. Did you have any understanding or arrangement with Tweed in regard to your action upon the subject of the passage of the Tweed charter, or any other bill affecting city legislation in the city of New York, in 1870? A. Never.

Q. Can you say you never did at any other time, except the two per cent bill? A. Yes, sir.

Q. Do you desire to say something in reference to that? A. I will state that I am able to state it, because it was a single act, a single conversation that I had with him in the presence of half a dozen Senators, more or less; the bill known as the two per cent bill came up (I do not know but that it was in 1870) in the Senate, and while it was in Committee of the Whole I got up from my seat and put to him one or two questions in regard to the two per cent act; I had had a hint from some one that there was some trick in the bill; Mr. Tweed got up and moved that the committee rise and report progress on the bill, and immediately after that the Senate adjourned, or very soon after, and he came across on the west side of the Senate Chamber, and he says, "Gentlemen, you do not understand this bill; that bill will be indorsed by the New York papers to-morrow;" the bill came up subsequently and was passed, but it was very materially changed, but whether it was changed in the respect that I criticised it I am not able to say now; I know the New York papers next day did speak favorably of that bill; I refer to printed page 23, "Has Mr. Woodin or any agent of his visited you since you have been in Ludlow street jail?" he declined to answer; I say I have neither visited him, corresponded with him, nor received any communication from him, nor have I ever sent anybody or requested anybody to send any body; I have known nothing of him at all; I cannot understand the motive that should have induced him to say that he declined to answer that question.

Q. Have you received any communication from him? A. Never.

Q. Or attempted in any way or manner to communicate with him upon the subject of legislation, or any subject, since his arrest? A. No, sir; now, I wish to say this: my reason for saying it is that it has been rumored, and in this city this week, that there were two or three checks in somebody's possession, with my indorsement on them; I say that I never received a check, bill of exchange, draft, note, or any other evidence of debt, from Wm. M. Tweed, or anybody for him, and there is not now nor ever was any such in existence.

By Senator BRADLEY :

Q. Do you include in that statement that you never received any check or draft made by him? A. I do — or anybody else for him ; I mean by that to undertake to deny, and want it to be so construed, that in no possible shape has any thing of any value ever passed through my hands or been received by me in consideration of any vote given or act done by me, in the Legislature or out of it, for the benefit of William M. Tweed or anybody associated with him ; I want to cover the entire ground, as broad as it can be stated ; now, in reference to Mr. Hastings ; he never spoke to me nor I to him on the subject of the legislation of 1870, so far as relates to the city of New York ; I mean that legislation ; he may have spoken to me about other legislation, for aught I know ; but about the legislation known as the Tweed legislation I never had any conversation with him or anybody excepting republican Senators, and that was in our caucuses and in the Senate Chamber.

By Mr. SPRIGGS :

Q. Did you ever have any knowledge or intimation that Mr. Hastings received any money from Tweed, or from anybody, which was to be divided with you, or given to you in any shape or form, for you to act as a legislator? A. Never had any knowledge of it, never had any intimation of it until I saw that article in the New York World.

Q. With reference to Mr. Winslow I put the same question? A. I never heard it intimated or said, nor heard any thing intimated or said in reference to Winslow or myself of any pecuniary transactions until I saw it in that paper.

Q. Did you ever know of Winslow's receiving \$200,000, or any other sum, with the understanding he was to divide it with you and other Senators, or between you and any one? A. I not only did not know it, but I never heard of it until this publication ; and I desire to say in connection with that, I never had a pecuniary transaction with Mr. Winslow, either directly or indirectly, of a penny's worth of value ; moreover, I will say, to cover the whole ground, that I never had any account with his bank ; and in order to meet the charge made by the Utica Observer and New York World, I will say that I never had a dollar on deposit in any banking institution or banking house, or with anybody else in the city of New York in my life, excepting prior to 1870 I had some stock transaction in Wall street, and I had some on deposit, and it is deposited there yet.

Q. Did you have any transaction with the Bowling Green Savings Bank in New York? A. Never.

Q. Either to make a deposit — A. No kind of a transaction.

Q. No transaction at all? A. No, sir.

By Senator SPRAGUE:

Q. Mr. Winslow's Bank at Watertown? A. I never had any transaction with his bank or any other bank at Watertown, and I never received any communication from him, by letter or otherwise; I have had transaction with banks in the city of Auburn since 1860.

Q. Do you remember about what time during 1870? A. I can give it to you; I have got it right here in my pocket; it is not by any means an insignificant banking account during any of the years prior to or since then; I will give you the bank account of 1870, if you desire me to get it, but I would like to have the committee take it all, for it is a kind of an average affair.

Q. You mean for a series of years? A. Oh, yes, I am not ashamed of it; it is very respectable.

By Senator SPRAGUE:

Q. The most important thing is to show how it compares in 1870, compared with 1869? A. Then I will begin in 1869; in 1869 I had a balance in the bank of \$1,429.80; on the 31st of March, 1869, I had a balance in the bank of \$3,335.43; on the 30th day of June, 1869, I had a balance in bank of \$7,020.23; it went out fast in a few days; it seems to have accumulated for some purpose; right along after that I paid out quite large sums of money; beginning in April, \$300, \$471, \$371; 1869, May 6, \$2,017; those were all deposits, Griswold's check of \$1,140; that was payment on account of some real estate I sold; the sales of 5-20 bonds, that happened to be before I was in the Legislature, \$1,567.08; cash on drafts, \$2,622; that made up the balance of the \$7,020, but as I was saying it went out pretty soon after that; January 1, 1870, I had a balance of \$536.67; January 6th, I deposited \$400; January 29th, \$300; I cannot tell from what sources they came, but here is a memoranda that shows one source, February 26th, William J. Moses, now the deputy State treasurer, paid me on a note \$703.41; March 1st a dividend was paid to me of \$200 on some starch stock that I bought in 1861; that was a quarterly dividend of \$200; March 7th, three checks I deposited \$257.39; April 21st, deposited \$1,068.09, and on the 29th I paid \$1,068.09, and I suppose it was somebody else's money that was paid

into me as attorney, and I gave a check for the amount ; May 9th, sale of coupons, twenty dollars and sixty-one cents ; May 19th a deposit of \$1,000 ; July 2d, two checks, \$430.23 ; July 13th, a semi-annual dividend on 150 shares of American Express stock that I bought 1867 or 1868, I cannot tell the exact dates ; bought it on the 15th of April, 1868, and held it until about two years ago, \$450 ; it will be borne in mind that this is the year that I came to the Legislature, when some of the papers have charged that I was a pauper, yet, I held all this stock as my own, all paid for, several years before ; deposited in September \$100, and in December \$490 ; well, the next balance I had was on the 1st day of January, 1871, then I had one dollar and eighteen cents left in the bank.

By Mr. SPRIGGS :

Q. During that year had you any other bank in which you deposited money ? A. Not my own funds ; I don't remember that I had any other bank where I deposited funds ; I must state to the committee that I was chairman to a building committee in the city of Auburn, treasurer of the committee, I should say, and there passed through my hands about \$50,000, and that amount was kept in two banks, one account of \$10,000 in the savings bank, and the other account was kept in Wm. H. Seward, Jr.'s bank ; those were the only other two accounts that I had, but I don't know that it was those years ; I think it was before.

By Senator BRADLEY :

Q. Was exclusively made up of the trust funds ? A. Exclusively, if I remember the year ; then I had no account in 1870 and 1871, in any other bank except the old Auburn bank.

Q. In 1870 or 1871, or shortly thereafter, did you purchase an elegant mansion for a residence, and construct marble works around it ? A. No ; in 1871, after I had sold my house on Grover street, in the city of Auburn, for almost \$6,000 ; I don't know but it was quite that ; it was very nearly that at any rate ; in 1871, I bought another house on North street, which was the only real estate that I owned, for which I paid the sum of \$6,500 — \$6,700.

Q. Not \$67,000 ? A. Oh, no ; I want right here to make a statement for the purpose of characterizing some of these things ; it was stated, and I am inclined to think it was published, that I had laid in my door-yard marble sidewalks, and the author of the story had gone so far as to inquire of a dealer in marble what would be the expense

of a walk of such dimensions, and he was answered by the dealer it would cost from \$2,500 to \$2,800 ; the walk looks some like marble, but it cost me two dollars a foot, and it was about the worst expenditure I ever made in my life ; made of cement ; that was the marble walk.

Q. Some deception in the walk? A. I was deceived ; I did not buy it for marble, for it was made right on the ground.

By the CHAIRMAN :

Q. Was it blocked off? A. No, sir ; it was simply laid four feet wide, and I think four feet long in each block.

By Senator SPRAGUE :

Q. What was the whole expense of that walk? A. The length was about 180 feet, and it was four feet wide most of the way, and five feet a part of the way ; I may not have given the right length, but it cost me \$170 or \$180 ; that is just about it ; it is a great piece of extravagance, for which I have paid and suffered dearly in more ways than one.

By Mr. SPRIGGS :

Q. If you have no objections, state as to your mode of living, as to the cost of living? A. My family consists of my wife, myself and child, and a domestic, for the most of the time a nurse, and has since 1870 ; my oldest son left my home in 1870 and went by himself ; I am not at all mortified to state that the expenses for the support of my family has never exceeded \$1,800 a year ; I have lived in a very unpretentious style, without any extravagance at all.

Q. Keep horses and carriages? A. I never owned a horse in my life since I lived in Auburn nor a carriage, unless it was a baby-carriage.

Q. There have been some remarks about the manner in which your house is furnished, I think, among other things? A. Well, sir, there are others here who can tell about that.

Q. You can give us some idea of it yourself? A. My house is not furnished ; my dining-room is a very ordinary room, with very ordinary furniture ; my sitting-room, where I receive my own company, is the only furnished room there is in the lower part of my house ; the upper part is not furnished nor never has been ; there are two bedrooms that are furnished very ordinary, and that is the extent

of the furniture of my house ; I had a good deal rather that no part of this should go upon the record ; but, nevertheless, I suppose it must be ; it is a part of the humiliation.

By Senator BRADLEY :

Q. Senator, are you willing to state comparatively your financial condition when you went into the Legislature in 1870, and at the close of your first term ? A. I am perfectly willing ; I will begin before my first term commenced ; on the 1st of January 1870 — I am able to state such facts as will enable others to investigate and see whether it is correct or not — I considered myself worth on the first day of January, before I came into the Legislature, from \$25,000 to \$28,000 ; I can give you some of the items to make it up.

Q. That is not necessary ? A. I would rather give you two or three.

Q. Well ? A. Because they are matters of record ; I have bought and paid for three hundred shares of the American Merchants' Union Express stock, of Messrs. Stout & Dickinson, brokers, in New York ; I think in 1867 or 1868, which subsequently became American Merchants' Union, and that stock cost me about \$12,000 ; and I paid for it in cash two or three years before I came into the Legislature, and I sold it, I think, three years ago, for \$12,000, getting out by the skin of my teeth ; I bought, in 1862, ten shares of the Oswego starch stock on the court-house steps, in the city of Auburn, at \$145 a share ; in the winter of 1864, I bought twenty shares more of Nelson J. Fitch, of Auburn, and paid him \$150 a share, so that the whole cost me \$4,500 ; I retain yet twenty-two shares of that stock ; I had also, at that time, some Western Union Telegraph stock.

By Senator SPRAGUE :

Q. You have real estate ? A. I had no real estate in 1870, but I had the avails of a small house on Grover street, which was about \$6,000.

Q. That you had before 1870 ? A. Yes, sir ; all that I am telling you now about was before 1870, so that it would aggregate somewhere in the neighborhood of \$25,000 ; I had notes and a small mortgage or two, probably amounting to \$3,000, so I am able to establish, aside from my own statement of the facts, that I had in my own right and paid for with my own money, property at least worth \$27,000 or \$28,000 in January, 1870 ; and if anybody wants to know how much I am worth now, I will tell that.

By Mr. BRADLEY :

Q. The inquiry was, what your condition was before the close of the first term? A. I will tell you that I had no increase of my worldly estate, except such as came from the use of my property that I had in 1870; the first of January, I was still surrogate of the county of Cayuga, at a salary of \$1,600, and, of course, retained more or less of my law practice.

Q. That year you got your salary, \$300, as a member of the Legislature, I suppose? A. Yes, sir; I will say this, that it cost me a little less than my salary to get through in Albany the first year I was here, and the second; I mean my salary as a member.

Q. Do you mean that your board bill did not amount to more than that? A. I mean to say my board bill did not amount to as much as my salary.

Q. How much did you pay for board? A. I don't think it exceeded thirteen dollars a week at the Delavan; their books will show; it was a very small room I occupied; on the third floor; just large enough for a bed, a chair or two, and small bureau; the next year I came here to this house (Congress Hall), and I paid twenty-five dollars a week, I think, for a room on the extreme west side of the building; I think it was twenty-five dollars a week; it wasn't more than that at any rate; probably I got out a little behind that year; unless the committee desire it, I do not want to go any more in detail into my private affairs, but, nevertheless, I am willing to answer any questions.

Q. I think, Senator, to cover any question or pretense that has been going the rounds that you are now very wealthy, that you had better state what, in your judgment, you think you are worth to-day? A. Well, sir, I have run over in my mind, as I thought the question might be asked, and I would be prepared for it; I am worth between \$38,000 and \$40,000 to-day, unless property has shrunk since morning, and it consists of real estate or stocks, of bonds and mortgages, of notes, a little money on deposit in the banks; perhaps \$1,000 on deposit; I had one loan of \$10,000 that produced me twelve per cent annually; my starch stock produced me twenty per cent, and one year twenty-five per cent, and my express stocks, with the exception of one year, paid me eight per cent, and my investment were all very clever, and, I think, averaged ten per cent, so that the investments I had, together with the salary I had, as surrogate for the two years after I came here, and a little addition that has been made to

my estate by the death of my father — I received \$2,000 from that source — makes up and a little more — makes up the apparent difference between the amount I state I am worth and the amount I state I was worth when I came here.

Q. You say, Senator, you are worth that amount ; do you mean in your best judgment, you are worth any more than that ? A. I mean to say I don't think my property is worth \$40,000 to-day ; from \$38,000 to \$40,000 ; I made a little calculation, and without going inside of my house and household furniture, which is far from extravagant, and I cannot consent to go into any valuation of it here at all, it foots up less than \$39,000 ; \$38,700, I think ; the answers that I have made in reference to the charter I wish to repeat as far as they are applicable to the passage of the tax levies of 1870, inasmuch as they have been spoken of, so far as any undue or improper influence is concerned.

Q. With regard to those tax levies, what was your course in reference to them ? A. Well, sir, the first time that the tax-levy bills attracted my attention was when they came up in Committee of the Whole ; that brought those bills to my knowledge, and I know nothing about their introduction ; but when they come up in Committee of the Whole, it was my habit to take my files and follow the reading clear through on every bill ; I had nothing to take my attention otherwise, and that bill was read through in Committee of the Whole, and which I do not remember any amendment that was offered to it, yet I discovered by examining the journal of the Senate, that Mr. Parker, and perhaps some others, offered, proposing to strike out some appropriations, but in reference to the particularly ugly feature, the board of audit, it never attracted my attention ; I heard nothing said about it, neither at the time of its introduction, nor during its passage through the Committee of the Whole, nor on its final passage, but I had been very active all the winter long in watching what was called sectarian legislation ; it was a sort of hobby with me, and I remember to have made war upon several bills that seemed to me to be of that character ; one I remember particularly that related to some town in Senator Starbuck's district, where they proposed to build a school-house under the auspices of a Methodist church, by bonding the town, and I made as savage a fight as I could on that proposition, and if I recollect right I beat it ; I made a pretty savage fight upon it, at any rate, and so I did upon every bill of that character, and when the tax-levy bill came up, I was instrumental in having the amendment

offered to the tax levy as the last section, I think, in that bill, which proposed to repeal the tenth section of the tax levy of 1869, as described by Mr. Calkins; I knew nothing of and did not apprehend, when I voted for the tax levies of 1870, that there was any vicious principal in it or any vicious thing in it, and I do not know now; I cannot say now that there was any other consideration for my voting for it with any other motive except the privilege of voting for the repeal of the sectarian clause of the tax levy of 1869; there may have been something else, but I do not now remember it; no political consideration.

Q. I ask you whether you did not give that as a reason for your vote?

A. I distinctly remember this, as I have stated it to my counsel, and I only wish the gentleman was here to confirm it; when the tax levy came up I went across to Senator Murphy's seat; I had heard, of course, in former years, about the New York tax levy, and a great deal of scandal, and about provisions contained in them, and I went to Senator Henry C. Murphy, of Brooklyn, when the bill came up for final passage; I says, "Mr. Murphy you know all about this class of legislation, is there any thing bad in this bill?" "Why," he says, "I don't know that there is;" I says, "are you going to support it?" "Why, yes, certainly," and I went back to my seat, and when I got back there my name was called, and I made some statement, I think I asked to be excused from voting, and stated substantially that I had struggled all winter in favor of repealing the tenth section of the tax levy of 1869, and that was the only measure where I should be able to vote for a repeal, and gave that as my reason for voting for it, and then the impression that I got from Senator Murphy that there was nothing vicious or bad in the bill, and I don't think there is to-day; I am willing to take that ground, unless some of the appropriations were wrong; that I could not tell about any more than I can tell about the appropriations in our annual supply bill; some of them we have to rely upon information derived from others altogether; it was the only method then known for providing a tax levy of the city of New York.

By the CHAIRMAN:

Q. What were your social relations with Senator Winslow in the session of 1870? A. Mr. Winslow boarded at the Delavan, as I did, that winter; I never visited his room or he mine, and it is perhaps

proper that I should state that we were not upon terms of familiarity at all and never have been ; I met him, of course, whenever I had any business with him ; there was something that occurred in the Senate that displeased him ; I know I was rebuked for it at the time by other Senators ; I don't know but I was to blame ; that produced a little estrangement between us.

Q. Did I understand you to say that you never received from or through Wm. M. Tweed, Norris Winslow or Hugh Hastings, or any one of them, any money or other valuable thing for any act performed by you in the Legislature ? A. I never did, nor for the neglect or refusal to perform an act.

By Senator SPRAGUE :

Q. Did you ever receive any money from Mr. Winslow or Hastings ? A. Not a dollar.

Q. For any cause ? A. No transaction ; neither business nor in any other way.

By Senator BRADLEY :

Q. Did you understand that winter that any money was brought to Albany ? A. I never heard of that until the Legislature adjourned, and I do not know but it was the next year ; never heard there was any money brought here for any purpose.

Q. Did you learn during that session that any money was placed in the hands of Senator Winslow ? A. Never heard of it until this winter.

Q. Whether you received any checks or drafts upon or made by the National Trust Company of New York ? A. Never.

Q. I refer to the period of 1870 ? A. I will cover this year and say from 1870 to 1874.

Q. Did you receive during 1870 or 1871 any checks or drafts by a man by the name of Van Schaack ? A. Never, or by any one for him.

By Senator SCHOONMAKER :

Q. Senator, do you now recollect when the newspaper attacks upon yourself and other Senators were first made ? A. The first I ever heard of any attack was in the fall of 1871 ; it may not have been that fall ; I think it was in the fall of 1871 ; I will tell you when my attention was first called to it ; in 1871, in the fall, in the month of October, I think it was in October, I went to Rome to be treated by

a physician, and while I was there I read in some newspaper an account of a speech said to have been made by Noah Davis, now Judge Noah Davis of New York, at Albion; I think that was the first I heard of it; it was about that time; I don't know that his speech gave the names of individuals, but the newspapers began to speculate about it, and I got it from the newspapers, that certain Senators were suspected of having received money on the charter; it was in the fall of 1871, the first time I ever heard of it; at that time my people did not believe it, for they gave me a larger majority that fall than the election before.

By Senator SPRAGUE:

Q. Was your name mentioned in the papers at that time? A. I think so; it was not mentioned by the judge, that I remember of.

By Senator SCHOONMAKER:

Q. Were you then, or are you now, aware of the cause of these attacks, except politics? A. No, sir; I can't say that, for I won't say that I was maligned, for I don't think they have intended to malign me, for I have been attacked as severely by republican papers as democratic papers, and I don't know but more so.

Q. Do you know of any personal motive or personal enmity? A. No, I don't think so; I think the papers that made the onslaught on me in 1871 and 1873, when I ran again, did it from proper motives—for the public good; I have no doubt about that at all; that is, as a general thing; some of them, I thought, took special delight in publishing them, because they felt unkindly toward me, but I don't mean to say that all newspapers that published those facts did it from any improper motives; that, as a general thing, they did it for the public good; for instance, the attacks that were made upon me by the New York Times in 1871 and 1872; I don't think they began 1871; but when they began I think their motive was an honorable one; they meant to protect the public against whom at the time they supposed to be a bad man, and I fought it as well as I could.

Q. You always repelled these accusations? A. Oh, always; these extracts that I read from I happened to preserve; I made a public denial of these charges; I never did it until 1873; that was when I was before the people a third time for Senator, and was legitimately a subject of criticism, and I made a public denial, and made it just as broad as the English language could make it; it is no new thing now to say there were certain checks, etc., because it was said in 1873

that there were certain checks found with my indorsement, and it was circulated through my own city that the checks were found with my indorsement, and that they had been transmitted to a lawyer in the city of Auburn, by the name of James R. Cox, to collect of me, but he has been dilatory about proceeding.

Q. What do you say about the existence of any such checks?

A. Never since the foundation of the world; I challenge the world to produce any such thing, or the evidence of any such thing; and yet it has been told in this city this week, by a gentleman of some prominence, that there were three such checks in existence.

Q. If he pretends to know any thing about it we ought to have him? A. I have tried to cause him to be subpoenaed before the committee, but the gentleman who gave me the information and the name enjoined me that the information was given to him in secrecy, but I intend to procure his consent, sooner or later, to challenge the production of it; it is one of the idle rumors.

By Mr. SPRIGGS:

Q. Since 1870, have you put any property in the name of your wife or son or any relative? A. None at all; I get hold of all I can, and keep all I get in my own name, and when I get through with it I will give it to them, if I have any left.

Q. Or any other person? A. Or any other person.

Q. Or any company or corporation? A. No, sir; put it in any conceivable shape, and my answer is no.

By Senator SPRAGUE:

Q. Senator, I will ask you one question for the benefit of other persons, perhaps as well as yourself; that is, whether, during the session of 1870, while it was in existence, you had any intimation from any source that any improper influences were being used to procure the passage of the Tweed charter? A. Not a particle, except this: I concede now, and ought to have been wiser then, that there should have been no bargain made at all; that we should have allowed each measure to stand upon its own merits; that was the only improper thing done to my knowledge—the making of a bargain to put another bill through if another could go through with it.

Q. But you heard no intimation or whisper of any pecuniary influences being used upon any member of the Legislature during that entire session? A. No, sir; not in either House; I did not hear any

thing about the movement that there was money used to defeat the charter of the young democracy, and still there might have been such.

By Senator BRADLEY :

Q. Did you hear money was raised in New York for the purpose of aiding legislation in any way? A. Not a particle ; I knew this circumstance ; it has always been so ; I had heard of it before I came here, and knew of rumors of there being lobbyists here whose profession was to lobby bills through the Legislature, but I was not fortunate, or unfortunate enough, to make the acquaintance of them in those years ; I had no personal acquaintance with Mr. Barber in 1870 ; in 1870 I did not know him by sight ; in 1871 I had him pointed out to me, and either the winter of 1872 or 1873, I don't know which, I had an introduction to him going home on the cars, and since that time we have always recognized each other, and I meet him socially.

Q. What do you say as to Van Vechten? A. I had no acquaintance with him until 1872 or 1873 ; I knew him by sight, and knew of him and knew of his reputation as a gentleman connected with legislation.

By Senator SPRAGUE :

Q. When were you first introduced to Van Vechten so as to know him? A. I never had any introduction to him at all ; but I had no acquaintance with him in 1870 or 1871 ; I don't know ; I did in 1872 or 1873 ; it might have been in 1872 or 1873 ; he knew me, probably, ever since I came into the Legislature, but I did not know him, and was not on speaking terms with him, but knew him by reputation.

Q. Did you know Mr. Leverich? A. Never saw the gentleman until yesterday ; I will go a little further—I never saw Foster Dewey until the day he was examined.

Q. Mr. Clancy? A. Clancy I knew as a servant of Tweed's ; used to see him about the Senate Chamber, running on errands for him.

By Mr. SPRIGGS :

Q. You knew him as a person in the employ of Tweed? A. Yes, sir ; he has risen to a very respectable position since.

Q. Have you any thing more you desire to speak about? A. No, sir.

Q. Has that matter of legislation of 1871 been pretty fully gone into in reference to the repeal of the election law? A. That attempted repeal Mr. Calkins has stated fully; I can only amplify it by saying the discussion on the republican side was exceedingly bitter, and they indulged in the use of very hard epithets toward those consenting to the breaking of the compact; it was a fact that it was understood as a compact, and spoken of as such in the debate of 1871; Senator Chapman delivered the most vigorous speech, but I think Senator Parker delivered the most severe castigation, and I put in a word or two myself, after my style.

By Senator SPRAGUE:

Q. Senator Woodin, I want to ask you how it was that you did not take more positive steps to dispose of this accusation when you first heard of it or before now? A. Not until the publication in the World article has any man, any newspaper to my knowledge, said that I took money for my vote of A, B or C, so that I could disprove it; it has always been a general charge that five or six Senators, of which I was one, sold our votes upon the Tweed charter — a general charge of that kind, and the very moment that a charge has been made where they say I have received money, and that I received it from A, B or C, then I felt that I could prove the negative or disprove it, and therefore I asked for this investigation.

Q. You have considered it as a charge too general to justify you in requiring an investigation? A. Too general; the papers have alluded to me as a corrupt Senator and as a person who had received bribes; no one making it sufficiently definite so that I could get right to the thing, as they did in this case, that I received a part of \$200,000 from Senator Winslow, and a part or portion of a check through Mr. Hastings; it enabled me to get directly to it and disprove it.

Testimony closed.

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UNIVERSITY OF THE STATE OF NEW YORK.

NINETIETH ANNUAL REPORT

OF THE

REGENTS OF THE UNIVERSITY.

TRANSMITTED TO THE LEGISLATURE MARCH 8, 1877.

JEROME B. PARMENTER, STATE PRINTER.

1877.

STATE OF NEW YORK.

No. 59.

IN SENATE,

March 8, 1877.

NINETIETH ANNUAL REPORT

OF THE

REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

UNIVERSITY OF THE STATE OF NEW YORK, }
OFFICE OF THE REGENTS, ALBANY, *March 7, 1877.* }

To the Hon. WILLIAM DORSHEIMER,

President of the Senate:

SIR. — I have the honor to transmit the Annual Report of the Regents of the University, as required by law.

I remain, very respectfully,

Your obedient servant.

JOHN V. L. PRUYN,

Chancellor of the University.

UNIVERSITY OF THE STATE OF NEW YORK.

ANNUAL REPORT OF THE REGENTS.

To the Legislature of the State of New York:

The Regents of the University, in obedience to law, respectfully submit their ninetieth annual report, which exhibits, in connection with the accompanying documents, the condition of the various institutions composing the University of this State.

BOARD OF REGENTS.

The board is at present composed of the following members :

LUCIUS ROBINSON, *Governor.*

WILLIAM DORSHEIMER, *Lieutenant-Governor.*

JOHN BIGELOW, *Secretary of State.*

NEIL GILMOUR, *Supt. of Public Instruction.*

} *Ex Officiis.*

Other members in the order of their appointment :

John V. L. Pruyn, LL. D.....	Albany.
Robert G. Rankin	Newburgh.
Erastus C. Benedict, LL. D.....	New York.
George W. Clinton, LL. D.....	Buffalo.
Lorenzo Burrows	Albion.
Robert S. Hale, LL. D.....	Elizabethtown.
Elias W. Leavenworth, LL. D.....	Syracuse.
J. Carson Brevoort, LL. D.....	Brooklyn.
George W. Curtis, LL. D.....	W. New Brighton.
Francis Kernan, LL. D.....	Utica.
John L. Lewis.....	Penn Yan.
Henry R. Pierson, LL. D.....	Albany.
Martin I. Townsend, LL. D.....	Troy.
Anson J. Upson, D. D.....	Albany.
Augustus C. George, D. D.....	Syracuse.
William L. Bostwick.....	Ithaca.
John A. Dix, LL. D.....	New York.
Chauncey M. Depew *	New York.
Charles E. Fitch *	Rochester.

*Appointed January 31, 1877.

The officers of the board are as follows:

JOHN V. L. PRUYN, LL. D	<i>Chancellor.</i>
ERASTUS C. BENEDICT, LL. D.....	<i>Vice-Chancellor.</i>
SAMUEL B. WOOLWORTH, LL. D.....	<i>Secretary.</i>
DANIEL J. PRATT, Ph. D.....	<i>Assistant Secretary.</i>

STANDING COMMITTEES.

The standing committees of the board, for the year 1877, are as follows :

ON THE INCORPORATION OF COLLEGES AND ACADEMIES.

The Chancellor,	Mr. Brevoort,	Mr. Pierson,
The Vice-Chancellor,	Mr. Kernan,	Rev. Dr. Upson.
Mr. Leavenworth,		

ON THE STATE MUSEUM OF NATURAL HISTORY.

Mr. Dix,	Mr. Rankin,	Mr. Bostwick,
The Supt. of Pub. Instruction,	Mr. Pierson,	Mr. Townsend.
Mr. Clinton,		

ON THE STATE LIBRARY.

The Chancellor,	The Sec'y of State,	Rev. Dr. Upson,
The Governor,	Mr. Hale,	Mr. Depew.
The Lieutenant-Governor,		

ON THE INSTRUCTION OF COMMON SCHOOL TEACHERS.

The Supt. of Pub. Instruction,	Mr. Curtis,	Mr. Fitch.
Mr. Lewis,	Mr. Burrows,	

ON THE DISTRIBUTION OF THE LITERATURE FUND.

The Lieutenant-Governor,	Mr. Burrows,	Mr. Bostwick.
Mr. Rankin,	Mr. Townsend,	

ON APPROPRIATIONS FOR THE PURCHASE OF BOOKS AND APPARATUS.

Mr. Clinton,	Mr. Bostwick,	Mr. Lewis.
Mr. Depew,	Mr. Curtis,	

ON THE ANNUAL REPORT.

The Vice-Chancellor,	Mr. Brevoort,	Rev. Dr. George.
The Secretary of State,	Mr. Kernan,	

ON ARRANGEMENTS FOR THE VISITATION OF COLLEGES AND ACADEMIES.

The Chancellor,	Mr. Hale,	Mr. Fitch,
Mr. Dix,	Rev. Dr. George,	Mr. Depew.
The Lieutenant-Governor,		

ON PRELIMINARY ACADEMIC EXAMINATIONS.

The Vice-Chancellor,
The Supt. of Pub. Instruction,
Mr. Hale,

Mr. Lewis,
Mr. Leavenworth,

Rev. Dr. Upson,
Mr. Fitch.

COLLEGES AND ACADEMIES.

The institutions subject to the visitation of the Regents, and which are required by law to make annual reports in regard to their property, and their system of instruction and discipline are :

- I. Literary colleges.
- II. Medical colleges.
- III. Academies and academical departments of union schools.

REPORTS OF COLLEGES.

Reports for the last collegiate year have been received from all the literary colleges, except the Elmira Female College.

Of the medical colleges formerly reporting, returns for the last year are still due from the Albany Medical College.

The following table exhibits the aggregate attendance in the colleges during the last five years :

COLLEGIATE YEAR.	Literary colleges.	Medical colleges.	Total.
1871-72	3,013	1,099	4,112
1872-73	3,414	1,079	4,493
1873-74	3,355	1,311	4,666
1874-75	3,687	1,468	5,155
1875-76	3,745	1,607	5,352

REPORTS OF ACADEMIES.

The whole number of academies and academical departments of union schools subject to the visitation of the Regents, and in operation during the last academic year, is 235. Reports for the same year have been received from 217. Abstracts of these reports are herewith communicated, in the form of schedules containing, respectively, the following items :

CONTENTS OF SCHEDULES.

Schedule No. 1 is a catalogue of the several academies and academical departments of union schools, arranged by counties.

No 2. contains an alphabetical list of all the academies and departments from which reports have been received for the last academic year, with their respective locations, the names of the principal and officers of the board of trustees of each, the number of members and the

quorum of each board, and the date of the close of the academic year, as fixed by resolution of the trustees of each institution.

No. 3 shows the average attendance, by terms, in each institution, the whole number of scholars instructed during the year, the number, sex and average age of those claimed to be classical scholars, or scholars in the higher branches of English education, as defined by the statute; the number allowed as such by the Regents, and the amount of money apportioned on the scholars so allowed, from the income of the Literature Fund, in November, 1876.

The following table shows the aggregate attendance of scholars during the last five years, and the number claimed and allowed as stated above:

ACADEMIC YEAR.	No. of academies reporting attendance.	Aggregate attendance.	Average attendance.	CLAIMED AS CLASSICAL, ETC.			No. allowed by the Regents, as claimed.
				Males.	Females.	Total.	
1871-72	198	31,421	162.8	2,729	3,394	6,123	5,783
1872-73	198	28,597	140.8	3,296	4,007	7,303	6,967
1873-74	217	31,463	144.8	3,648	4,364	8,012	7,830
1874-75	216	30,154	139.6	3,761	4,593	8,354	7,577
1875-76	218	30,271	138.0	3,386	4,068	7,454	7,154

No. 4 shows in detail the number of scholars who have passed the preliminary academic examination during the last ten years, and who have received the Regents' certificate of academic scholarship; also, the aggregate number of scholars examined each year in each subject, the number claimed to have passed in each subject, the ratio of those claimed to those examined, per cent., and the number of scholars admitted to the examination from the public schools, under the provisions of chapter 642, section 4, of the Laws of 1873.

No. 5 shows the financial condition of the academies reporting, as to their permanent endowments and other property, and the indebtedness, if any, of each institution.

The aggregate valuation of lots, buildings, libraries, apparatus and other property set apart for their support, and their aggregate indebtedness for each of the last three years, are as follows:

ACADEMIC YEAR.	No. of academies reporting property.	Valuation of property.	Debts.
1873-74	217	\$6,040,366 00	\$451,684 00
1874-75	216	6,362,664 00	567,165 00
1875-76	217	6,492,266 00	481,882 00

No. 6 contains the general revenue and expenditure account of each academy reporting.

The total receipts during the year 1875-6, including balances on hand at the beginning of the year, were.....	\$1,124,719
Total expenditures, including balances due at beginning of year	1,120,731
Excess of revenue over expenditure	<u>\$3,988</u>

No. 7 gives the number and sex of the teachers employed during the year, the number of those who intend to make teaching a profession, the number of scholars pursuing classical studies and of those preparing for college, and the number of volumes in the library of each academy.

The number of teachers reported for each of the last three years, is as follows :

ACADEMIC YEAR.	No. of academies reporting teachers.	NUMBER OF TEACHERS.			No. of those who make teaching a profession.
		Male.	Female.	Total.	
1873-74	217	495	656	1,151	951
1874-75	216	501	651	1,152	914
1875-76	216	499	617	1,116	937

The number of scholars pursuing classical studies, and of those preparing for college, during each of the last three years, is as follows :

ACADEMIC YEAR.	No. of academies reporting classical scholars.	No. of classical scholars reported.	NO. OF SCHOLARS PREPARING FOR COLLEGE.	
			No. entering the same year.	Whole number.
1873-74	196	5,497	345	1,659
1874-75	206	5,587	381	1,828
1875-76	211	6,069	395	1,772

The aggregate and average number of volumes in the academy libraries, according to the reports of the last three years, is as follows :

ACADEMIC YEAR.	Academies reporting number of volumes.	NUMBER OF VOLUMES.	
		Aggregate.	Average.
1873-74	215	163,669	761
1874-75	214	170,256	795
1875-76	216	175,933	814

No. 8 contains a statement of the total amounts granted from the annual appropriations made by the Legislature for the purchase of books and apparatus, pursuant to the provisions of chapter 140 of the Laws of 1834, and subsequent legislation relative to the application and distribution of the income of the Literature Fund. From this schedule, it appears that from the year 1835 to the 12th day of January, 1877, inclusive, the sum of \$135,935.38 had been granted by the Regents, an equal amount having been raised by the academies, making a total of \$271,870.76.

No. 9 shows the text-books on each subject of academic study during a series of years, and the number of academies in which each has been used, year by year.

No. 10 gives statistics of the classes organized for the instruction of common school teachers during the year 1876, the sum apportioned to each institution giving such instruction, under the provisions of chapter 556 of the Laws of 1864, and a list of appointments by the Regents, under the statute, to give such instruction during the academic year 1876-7.

The following table shows the number of scholars instructed in these classes during each of the last five years, and during the first term of the current academic year, together with the annual appropriations by the Legislature, and apportionments therefrom by the Regents, for this purpose:

ACADEMIC YEAR.	No. OF SCHOLARS INSTRUCTED.			No. of scholars allowed.	Annual appropriation.	Annual apportionment.
	Males.	Females.	Total.			
1871-72.....	592	1,002	1,594	1,584	\$18,000 00	\$15,333 30
1872-73.....	551	1,110	1,661	1,553	18,000 00	15,877 00
1873-74.....	644	1,400	2,044	1,959	30,000 00	29,337 62
1874-75.....	655	1,306	1,961	1,810	30,000 00	23,661 53
1875-76.....	590	1,188	1,726	1,522	18,000 00	15,262 63
1876-77, fall term.....	361	687	1,048	960	.....	9,600 00
Totals					\$114,000 00	\$109,072 63
Balance, available for classes now under instruction.....					... ..	4,927 37
					\$114,000 00	\$114,000 00

LIST OF ACADEMIES AND ACADEMICAL DEPARTMENTS FROM WHICH ANNUAL REPORTS FOR THE LAST YEAR HAVE NOT BEEN RECEIVED.

Albany Female Academy.

Champlain Union School, Academical Department.

Christian Brothers' Academy, Albany.

East Bloomfield Academy.

Erasmus Hall Academy.

col, Academical Department.

Academical Department.

ford Academy, North Granville Seminary
y, which also have not reported, were incor-
rers. The conditions have not been fulfilled
any share of the Literature Fund.
f these institutions will resume their reports.

TEACHERS' CLASSES.

a during the last academic year in ninety-six
epartments of union schools, under the law
science of common school teaching, under
cribed by the Regents of the University."
cipally for those who are to become teachers
ols. It is such schools that most need well
nents of education. They must be supplied
and women residing near them. The wages
ufficient to induce many to resort to the dis-
ses in the academies and union schools fur-
venient distance, and to an extent sufficient
passed the last Legislature providing for an
the unapplied balance of the United States
iled to receive the approval of the Governor,
ection to its object, but from doubt whether
sufficient to meet the additional appropria-
commended that the matter be re-examined,
ficient to meet the increase, that the appro-

Y ACADEMIC EXAMINATIONS.

tedly noticed, in their annual reports, the
examinations instituted by them, under their
and as amended March 29, 1870, to ascertain
be counted in the annual apportionment of

The statistical results of this examination for ten years past in schedule No. 4 of the annexed abstracts of academy reports, instructions and forms used in conducting the examination, and a set of the questions, are included in the third division of the report accompanying this report.

This system of examinations, the most extensive in respect to number of institutions and scholars participating in it, and the most established of its kind in the country, is steadily growing in influence as an educational agency.

The certificates of academic scholarship granted by the State to those who succeed in passing the examination, are received by the colleges of the State as adequate evidence of proficiency in the elementary branches, and, in some of the academies and academiasts, are publicly distributed as tokens of special distinction. The estimation in which they are held is believed to be largely due to the strict and impartial enforcement of the rules and standards, and to the rejection of all papers claimed which do not pass the rigid scrutiny at the office of the Regents.

The questions and tests used at thirty of these tri-yearly examinations have been reprinted as an individual enterprise, and are being used as a text-book for reviews in many schools of this and other States.

IMPORTANT EDUCATIONAL CONFERENCE.

On several occasions, the Regents have had under consideration the importance of devising measures to strengthen the position and the influence of the colleges of this State. In view of the need of counsel and co-operation of the colleges themselves in any movement which might be inaugurated, a call was issued for a joint conference of the Regents and representatives of the various colleges and academiasts, subject to their visitation, to be held on the twenty-first day of December last. Ten of these institutions were represented at that conference by their presidents or other officers, and official letters, expressing interest in the movement, were received from others.

After full discussion, in which nearly all present took part, a committee of six was appointed, consisting of three college presidents and three Regents, to which the Chancellor of the University was added, to consider and report, at a future time, upon methods of accomplishing the ends in view. This committee, through their report to the Chancellor Haven, of the Syracuse University, submitted to the Regents at the annual meeting of the board, held on the twenty-first of January inst. A copy of this report has been communicated to the Assembly for information, and is printed as Assembly Document, No. 2.

This Board is of opinion that the time has come when the S

more positively foster its own institutions of learning, by providing suitable tokens of distinction for eminent attainments in scholarship, ascertained under some well-devised system of rules and tests. Whether this movement is to prove successful will depend, in a great measure, upon the response which the Legislature may make to the appeal, made in the report of the committee referred to, for a moderate appropriation applicable to this purpose.

THE CENTENNIAL EXHIBITION.

The Regents were authorized by the last Legislature to procure and place on exhibition at the centennial exhibition buildings at Philadelphia, a set of the Natural History of New York, and of the annual reports of this board relative to education and to the State Museum of Natural History, together with other publications relating to the natural history and resources of the State.

These documents, numbering eighty-four volumes, were sent to the Hon. John Eaton, U. S. commissioner of education, who, as superintendent of the government exhibition building at Philadelphia, kindly provided a proper place for them, and in due time returned them in good order to this office.

Of the appropriation of \$500 made by chapter 193 of the Laws of 1876, for this object, the Regents have expended but \$109.85.

DECEASED MEMBERS OF THE BOARD.

During 1876, five members of the Board of Regents were removed by death, a larger number, it is believed, than in any former year. These were Gen. Prosper M. Wetmore, who was for several years the senior Regent, Rev. Wm. H. Goodwin, D. D., LL. D., Horatio G. Warner, LL. D., George R. Perkins, LL. D., and Hon. James W. Booth, who was at the time of his death a member of the Senate of this State from one of the New York city senatorial districts.

Of the five vacancies thus created, the first three occurred during the last legislative session, and were filled by the election of Gen. John A. Dix in place of Gen. Whitmore, Rev. Augustus C. George, D. D., in place of Rev. Dr. Goodwin, and Hon. William L. Bostwick in place of Mr. Warner. The other two vacancies occurred in August and September last, and remain, at the date of the adoption of this report, to be filled at the pleasure of the Legislature.

With reference to these numerous removals of their associates by death, the Regents placed on record the following minute :

The Board of Regents having been reminded, by the Chancellor, of the unprecedented mortality in their number during the last year, no less than five having died, desire to inscribe upon their minutes a perma-

nent record of the affection and regard in which their late colleagues were held. One of them, Mr. Wetmore, was the oldest member of the board, in whose work he cherished a singular pride and interest, and of all of them it may be truly said that they will be most sincerely mourned and most kindly remembered by those who were officially associated with them and who knew them best.

HISTORICAL ALLUSIONS.

In submitting, at the close of the centennial year of our national existence, their ninetieth annual report, the Regents advert with interest and pride, to the fact that the institution of a university in this State preceded, by a few months, the formation of the federal constitution, and that the many changes made since that time in the organic and statute law of the State, have not materially interfered with the provisions of the statute of 1787, establishing the university.

The official proceedings of this board, including the annual and special reports, made from time to time to the Legislature, and the full reports from the numerous institutions composing the university of this State during this long period, are records which are of great value for their character, extent and historical interest.

This accumulation of materials in the office of the Regents, and in the State Library under their charge as trustees, as well as in the office of the Secretary of State, stimulates historical research, and has enabled the officers of the board to bring into available form, facts hitherto overlooked.

As specimens of these researches, reference may be made to the *Annals of Public Education in New Netherland and New York*, from 1626 to 1746, a small edition of which was printed in 1872, by order of the Senate, and which is being continued to 1800; also, to the partial Report of the Regents on the Boundaries of this State, transmitted to the Legislature in 1873, and which, it is hoped, will be completed at an early day. These works have received critical attention and high commendation, as valuable contributions to the history of the State.

THE UNIVERSITY CONVOCATION.

This organization, which includes the Board of Regents and the officers of the various institutions subject to their visitation, for the discussion of educational subjects and for mutual counsel, held its thirteenth anniversary meeting at the Capitol, in July last. The interest of this meeting, as compared with preceding ones, was fully sustained, as will appear from the proceedings which are annexed to this report. Special prominence was given to the carefully prepared histories of various institutions of learning in the State, under the suggestion that these would be appropriate to the centennial year. These are included with the other proceedings

of the Convocation, as an important contribution to the educational history of the State.

At the meeting of the Convocation held in July, 1875, attention was called to the approaching centennial of the battle of Saratoga, and a resolution was adopted to request the Legislature to provide, in a manner worthy of the commonwealth and the occasion, for the celebration of this great battle of the Revolution. This action resulted in a formal communication to the Governor, which he transmitted to the Legislature early in 1876, and which was printed as Senate document No. 9 of that year.

The Regents understand that the Saratoga Monument Association is taking active measures to secure suitable commemorative services on the seventeenth of October next, in which action they heartily concur, trusting, however, that the State itself will not fail duly to honor both the event and the distinguished services then rendered by General Philip Schuyler, one of the original members of the Board of Regents. It may not be generally known that this eminent man is largely entitled to the credit of those measures that resulted in achieving this really decisive victory of the Revolution, and that he also contributed more directly than any other statesman to the removal of obstacles which, for a long time, delayed, in the continental congress, the final ratification of the articles of confederation between the States. For full information as to this historical fact, the Regents refer to pages 137-151 of their special report on the Boundaries of this State, mention of which has already been made.

All of which is respectfully submitted,

By order of the Regents,

JOHN V. L. PRUYN,

Chancellor of the University.

S. B. WOOLWORTH,

Secretary.



DOCUMENTS

ACCOMPANYING THE

ANNUAL REPORT OF THE REGENTS OF THE UNIVERSITY.

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33. New York College of Dentistry
34. New York Free Medical College for Women (no report for
35. Women's Medical College of the New York Infirmary
Women and Children (no report for 1876)
36. Bellevue Hospital Medical College
37. Medical Department of University of Syracuse (no report

Scientific School.

38. Rensselaer Polytechnic Institute (no report for 1876)....

39. American Veterinary College.....

40. Tabular statement of the relative condition of the
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- No. 4. Results of preliminary academic examinations
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I. ANNUAL REPORTS OF COLLEGES.

LITERARY COLLEGES.

I. COLUMBIA COLLEGE, NEW YORK CITY.

To the Regents of the University of the State of New York :

The trustees of Columbia College respectfully submit the following report for the last collegiate year, ending on the 30th day of September, 1876, the close of the financial year, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of the said year, in respect to the several subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during the said year, as established by the trustees, were the following : 1. Evidences of Natural and Revealed Religion. 2. Greek Language and Literature. 3. The Latin Language and Literature. 4. The German Language and Literature. 5. Chemistry. 6. Mathematics and Astronomy. 7. Philosophy and English Literature. 8. Mechanics and Physics. 9. Mathematics. *10. History and Political Science. A tutorship each is attached to the classical, mathematical and English departments.

In the School of Mines the professorships are the following: 1. Mineralogy and Metallurgy. 2. Civil and Mining Engineering. 3. Analytical and Applied Chemistry. 4. General Chemistry. 5. Mechanics and Mining Surveying. 6. Mathematics. 7. Physics. 8. Geology and Palæontology. There are, also, in the school several assistants attached to the different departments.

In the School of Law the professorships are the following : 1. Municipal Law. 2. Constitutional History and Public Law. 3. Ethics of Jurisprudence. 4. Medical Jurisprudence. An assistant professorship of Municipal Law has been recently established.

The School of Medicine is separately reported on by its own board of trustees.

*This professorship was established April, 1876, and a professor elected in May, but no instruction was given in the department during the year embraced in this report.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

Trustees.

Hamilton Fish, LL. D.	John C. Jay, M. D.
Samuel B. Ruggles, LL. D.	William Schermerhorn.
William Betts, LL. D.	Morgan Dix, S. T. D.
Benjamin I. Haight, S. T. D., LL. D.	F. A. P. Barnard, S. T. D.
Robert Ray.	L. H. D.
Gouverneur M. Ogden, treasurer.	Samuel Blatchford, LL. D.
Henry J. Anderson, M. D., LL. D.*	Stephen P. Nash.
Edward L. Beadle, M. D.	Charles R. Swords.
Mancius S. Hutton, S. T. D.	Anthony Halsey.
Horatio Potter, S. T. D., LL. D.,	Joseph W. Harper.
D. C. L.	Cornelius R. Agnew, M. D.
Lewis M. Rutherford.	Evert A. Duyckinck.
James W. Beekman.	A. Ernest Vanderpoel.
	Charles A. Silliman.

There is now no vacancy in the board. The vacancy re year was filled by the election, January 3, 1876, of A. Ernest poel ; and the vacancy occasioned by the decease of Dr. An filled by the election, February 7, 1876, of Charles A. Sillima

The officers of the board of trustees are a chairman, a treas clerk. The treasurer and clerk are paid officers ; the cha other officers receive no pay. There have been held within the October 4, 1875 to September 30, 1876, monthly meetings (the months of July, August and September) on the first Mond month.

The faculty of said college, including all persons charged duty of giving instruction therein during said year, con president, eight professors, two emeritus-professors, two tuto assistant to the professor of chemistry. The other officers or said college, charged with duties therein other than those instruction during said year, were a chaplain, a librarian, a secretary, a janitor and a sub-janitor. The faculty of the Mines consisted during said year of a president and eight Other officers giving instruction were two instructors in languages, and twelve assistants in departments of science employed and not giving instruction were a registrar and a janitor and a sub-janitor.

The faculty of the School of Law consisted of a president fessors, one assistant professor and two lecturers. The sch other officers receiving pay, except a janitor. The names of t

* Deceased, 1875.

COLUMBIA COLLEGE

ces or places in said college during said year, held by them, respectively, and the salaries or services allowed to each of them during such

NB.	Professorship or other office-holder.	B.
	President *	\$1
	Professor.	1
	Professor.	1
	Professor.	1
	Professor.	1
	Professor.	1
	Professor.	1
	Professor.	1
	As Secretary of the Faculty.	1
	Professor, also Professor in the Law School	1
	Professor from general fund	1
	As Professor of German, income of the Gebhard fund.	1
	Tutor.	1
	Tutor.	1
	Assistant in General Chemistry	1
	Assistant in Physics	1
	Assistants in Astronomy	1
	Librarian	1
	Curator of Herbarium.	1
	Chaplain.	1
	Organist	1
	President's secretary	1
	Janitor	1
	Under Janitors	1
	Allowance for servant of Professor of Chemistry	1
	Allowance for servant of Professor of Physics	1

SCHOOL OF MINES.

.. .. .	Professor and Dean ..	.. .. .
.. .. .	Professor..	.. .. .
.. .. .	Professor..	.. .. .
.. .. .	Professor ..	.. .. .
.. .. .	Instructor in German ..	.. .. .
.. .. .	Instructor in French..	.. .. .
.. .. .	Assistant ..	.. .. .
.. .. .	Assistant..	.. .. .
.. .. .	Assistant.....	.. .. .
.. .. .	Assistants ..	.. .. .
.. .. .	Assistant..	.. .. .
.. .. .	Assistant..	.. .. .
.. .. .	Assistant..	.. .. .
.. .. .	Assistant..	.. .. .
.. .. .	Registrar and Librarian ..	.. .. .
.. .. .	Second assistant ..	.. .. .
.. .. .	Second assistant..	.. .. .
.. .. .	Assistant Registrar..	.. .. .
.. .. .	Engineer.....	.. .. .
.. .. .	Janitor ..	.. .. .
.. .. .	Under Janitor ..	.. .. .
.. .. .	Allowance for servant of Professor of Geology and	.. .. .
.. .. .	Palaeontology, per week ..	.. .. .

LAW SCHOOL

.....	Professor of Municipal Law, and Warden
.....	Assistant Professor of Municipal Law
.....	Professor
.....	Janitor
.....	Clerk of the Board of Trustees
.....	Treasurer
.....	Treasurer's clerk

LITERARY COLLEGES.

3. NUMBER OF STUDENTS.

The whole number of students, undergraduates, in said college, said year, was 173. The whole number of graduates at the annual commencement, held on June 28, 1876, was thirty-seven. The whole number of graduates in arts of the college is 2,272.

The ages of the students of the several classes, at their last birthday, were, at the beginning of said year, as follows :

	Average age.	Oldest.	
Seniors.....	19 3-4 years.	26 years.	1
Juniors	18 19-27 "	22 "	1
Sophomores	18 2-9 "	23 "	1
Freshmen	17 49-50 "	26 "	1

The number of graduates (Engineers of Mines, Civil Engineers, Bachelors of Philosophy) in the School of Mines, at the Commencement, was 19. The total number of graduates in this school at the close of this, its twelfth, year, is 112. The number of graduates (Bachelors of Laws) in the School of Law, at the Commencement, was 219. The number of graduates in this school at the close of this, its eighth, year, was 1,546.

4. CLASSIFICATION OF STUDENTS.

Undergraduates.

Seniors	1
Juniors	1
Sophomores	1
Freshmen	1

School of Mines.

Third year students.....	1
Second year students.....	1
First year students.....	1
Preparatory students	1
Special	1
Resident graduates	1

Students of the Law School.

Seniors	1
Juniors	1

Students of the School of Medicine.

No classification.....	1
------------------------	---

5. COMMENCEMENT AND DEGREES.

is presented a scheme of the last Commencement of the Department and of the School of Mines, held on the 28th of

encement of the School of Law was held on the 17th of
t of the School of Medicine on the 1st of March, 1876.

A N D

THE HUNDRED AND TWENTY-SECOND COMMENCEMENT

OF

COLUMBIA COLLEGE,

ACADEMY OF MUSIC,

Wednesday, June 28, 1876.

Committee,

HERMAN DRISLER, *Chairman.*

EMBURY.

JAMES A. RENWICK.

RARGENER.

N. P. SCHENCK.

DU BOIS SMITH.

THEODORE FRELINGHUYSEN LOZIER, *Grand Marshal.*

ORDER OF EXERCISES.

"Light Cavalry,"	<i>Suppé.</i>
.....By the Rev. C. R. DUFFIE, D. D., Chaplain of the College.	
ayer of Martha,"	<i>Flotow.</i>
UTATORY ORATION.....	Eugene Seligman.
I	David Calman.
Jolie Parfumeuse,"	<i>Offenbach.</i>
"Theorizing in Science,"	Benjamin Franklin Mayer.
The Church of Rome and the Civil Power,"	
	*John Edmund Hindon Hyde.
tz — "Du und Du,"	<i>Strauss.</i>
"Communism,"	Herman Drisler.
"Oliver Goldsmith,"	Richard Theodore Ely.
Petit Musketier,"	<i>Wiegand.</i>
and Character of Francis Deak,"	Leighton Williams.
ican Prose and Prose Writers,"	George Washington Seligman.
"Life let us Cherish,"	<i>Strauss.</i>
re and Force of Habit,"	Theodore Frelinghuysen Lozier.
natic Language,"	*William Augustus Von Sachs.
hete,"	<i>Myerbeer.</i>
Federal Institutions,"	*Irvin Auchincloss Sprague.
ress of Civilization,"	Aymar Embury.
"Pandekten,"	<i>Gungl.</i>

*Excused.

The names of the Honor Men in the Graduating Class will be announced.
Announcement of Results of Competition for Scholarships in the Freshman, Sophomore, and Junior Classes.

Announcement of Result of Competition for Fellowship in Letters in the Graduate Class.

The Trustees' Prizes for excelling in German will be awarded.

The Trustees' Greek Prize will be awarded.

The Trustees' Prizes for English Essays will be awarded.

The Prize of the Alumni Association to be given to "the most faithful and successful student of the Graduating Class," will be awarded to

BENJAMIN FRANKLIN MAYER.

Prizes in the School of Mines.

MUSIC — GALOP — "Freikugeln,"

The Degree of Bachelor of Arts will be Conferred on the Members of the Graduate Class.

ARROWSMITH, HAROLD.
 BATES, HENRY WHITNEY.
 CALMAN, DAVID.
 DRISLER, HERMAN.
 DUGHO, PHILIP HENRY.
 ELY, RICHARD THEODORE.
 EMBURY, AYMAR.
 GOODWIN, JASPER TILLERBOUS.
 GRIEWOLD, GASPAR.
 HYDE, JOHN EDMUND HINDON.
 IVEY, LOUIS OLIVER.
 JOHNSON, WILMOT, JR.
 JONES, TOWNSEND, JR.
 KENT, EDWIN CLARE.
 LIVINGSTON, ROBERT ARMSTRONG.
 LOZIER, THEODORE FRELINGHUYSEN.
 MAYER, BENJAMIN FRANKLIN.
 MORROW, CORNELIUS W., Sp. Gr.
 OAKES, FREDERICK.

PAGE, EDWARD WASHINGTON.
 PRATT, EDWARD.
 RAEGENER, LOUIS CHRISTIAN.
 RANKIN, EGBERT GUERNSEY.
 RENWICK, JAMES ARMSTRONG.
 SCHENCK, NATHANIEL PETER.
 SELIGMAN, EUGENE.
 SELIGMAN, GEORGE WASHINGTON.
 SELIGMAN, ISAAC NEWTON.
 SMITH, DU BOIS.
 SPRAGUE, IRVIN AUCHINCLOSS.
 THAYER, WILLIAM CLEVELAND.
 THROOP, MONTGOMERY HUNTER.
 TOWNSEND, ROBERT.
 VERPLANCK, WILLIAM EDWARD.
 VON SACHE, WILLIAM FRANK.
 WILLIAMS, LEIGHTON.
 WANG, RICHARD T., Sp. Gr.

The Degree of Engineer of Mines, Civil Engineer, and Bachelor of Philosophy conferred on the Graduating Class of the School of Mines.

Degree of Engineer of Mines.

AUSTIN, THOMAS SEPTIMUS.
 BRUEN, FREDERICK EVERETT.
 GARRISON, EDMUND HYATT.
 HOLBROOK, FRANCIS NEWBERRY.
 HOYT, WALTER LOWRIE.
 HUNT, FREDERICK FURNEAUX.

HUTTON, FRED. REMSEN, A.
 LORD, NATHANIEL WRIGHT.
 ROSS, WILLIAM COLMAN.
 SCHNEIDER, ALBERT FRANK.
 WALBRIDGE, AUGUSTUS CLARK.

Degree of Civil Engineer.

BRUEN, FREDERICK E.
 CRAVEN, FRANCIS SANDERSON.
 FOOTE, HERBERT CARRINGTON.
 GARRISON, EDMUND HYATT.
 HOLBROOK, FRANCIS NEWBERRY.
 HUNT, FREDERICK FURNEAUX.
 HOYT, WALTER L.

HUTTON, FRED. REMSEN, A. B.
 MAGHEE, JOHN HOLME.
 ROSS, WILLIAM C.
 SCHNEIDER, ALBERT F.
 TILDEN, GEORGE CYRUS.
 WALBRIDGE, AUGUSTUS CLARK.
 WARDLAW, JAMES ROBERT.

Degree of Bachelor of Philosophy.

GRATACAP, LOUIS BENTON.
 KING, CHARLES.

LOVE, EDWARD GURLEY, A. B.

Degree of Doctor of Philosophy.

RICKETTS, PIERRE DE PEYSTER, E. M.

MOTT, H. A. JR., E. M.

The Degree of Master of Arts will be conferred on Candidates in Course.

AYMAR, JOSÉ.
 DEL PINO, EMILIO.
 HUTTON, FREDERICK R.
 MARSHALL, HENRY R.
 MCMAHON, PERCY H.
 MOORE, CASSIMIR DERHAM.
 SMITH, WYBRANTS A.
 SPEIR, GILBERT M., Jr.
 ST. AMANT, LOUIS.

STILLWELL, SILAS M., JR.
 STREBEIGH, LEFFERTS.
 TENNEY, SUTHERLAND.
 THOMSON, DAVID.
 VERMILYE, DANIEL B.
 WATERBURY, JAMES M., Jr.
 WHITLOCK, BACHE M.
 WISSMAN, JOHN F., of Class of 1866.

Honorary Degrees will be conferred.

MUSIC—WALTZ—"Publicisten," *Strauss.*

VALEDICTORY ORATION..... James Armstrong Renwick.

BENEDICTION.

HONOR MEN—CLASS OF '75.

First Class of Honor.

1. EUGENE SELIGMAN.
2. DAVID CALMAN.
3. BENJAMIN FRANKLIN MAYER.

4. JOHN EDMUND HINDON HYDE.
5. HERMAN DRISLER.
6. RICHARD THEODORE ELY.

Second Class of Honor.

1. LEIGHTON WILLIAMS.
2. JAMES ARMSTRONG RENWICK.
3. GEORGE WASHINGTON SELIGMAN.
4. THEODORE FRELINGHUYSEN LOZIER.

5. WILLIAM FRANCIS AUG. VON SACHE.
6. IRVIN AUCHINCLOSS SPRAGUE.
7. AYMAR EMBURY.
8. HAROLD ARROWSMITH.

Third Class of Honor.

1. LOUIS OLIVER IVEY.
2. PHILIP HENRY DUGRO.
3. LOUIS CHRISTIAN RAEGENER.

4. WILLIAM EDWARD VERPLANCK.
5. ISAAC NEWTON SELIGMAN.
6. HENRY WHITNEY BATES.

7. WILLIAM CLEVELAND THAYER.

Music by Grafulla.

The degrees conferred were as follows :

Degree of Bachelor of Arts upon graduates of the Academic Department, at Commencement, thirty-seven ; degree of Master of Arts upon members of class of 1873, seventeen ; degree of Engineer of Mines, of Bachelor of Philosophy, conferred upon graduates of the School of Mines, nineteen ; degree of Bachelor of Laws conferred upon graduates of the Law School, 219.

The following honorary degrees were also conferred :

Doctor of Laws.

Julius Hawley Seelye, Professor of Mental and Moral Philosophy, Amherst College, Amherst, Mass.

Doctor in Sacred Theology.

William Whittingham Olssen, Professor of the Greek Language and Literature and of the Hebrew Language, St. Stephen's College, New York, N. Y.

Master of Arts.

John Marshall Kellogg.

6. COLLEGE TERMS.

The terms or sessions for studies in said college during said year two, as follows :

The first term commencing on the first Monday in October and closing about the middle of February. The second term following the first, without an intervening vacation, and closing on the last Wednesday in June.

The following is a copy of the calendar of the next college year.

1876.

October 2. First term one hundred and twenty-third year begins Monday.

November 7. Election Day. Holiday.

November 30. Thanksgiving Day, Thursday.

December 25. Christmas Holidays begin Monday.

1877.

January 6. Christmas Holidays end Saturday.

January 26. First Term ends Friday.

February 5. Intermediate Examination begins Monday.

February 14. Ash Wednesday. Holiday.

February 15. Second Term begins Thursday.

March 30. Good Friday. Holiday.

April 2. Easter Monday. Holiday.

1877.

June 1. Second Term closes Friday.

June 4. Concluding Examination begins Monday for Seniors.

June 11. Concluding Examination begins Monday for other classes.

June 20. Examination for Admission, Wednesday.

June 27. Commencement, Wednesday.

September 26. Examination for Admission, Wednesday.

October 1. First term one hundred and twenty-fourth year begins Monday.

7. COURSE OF INSTRUCTION.

The sub-graduate course of study in each class in said year was as follows :

Senior Class.

A portion of the Senior class, to the number of thirty, were instructed in Greek, as an elective study, two hours per week during the year.

The subjects of study were the "Prometheus Vincetus" of Æschylus, with choral scanning; and also selected orations of Demosthenes. In Latin, a section of the class, about equally numerous, have read 841 lines of the Trinummus of Plautus, with a careful study of the metres and of the archaic forms of syntax, and have read the first book of Cicero's "Academica," with special attention to ancient philosophy. Attendance two hours per week.

In chemistry the entire class attended lectures in organic chemistry for half the year two hours per week. During the remainder of the year they received instruction in geology also two hours per week.

A portion of the class pursuing an elective course were instructed in metallurgy and applied chemistry. Attendance three hours per week.

In astronomy instruction has been given by means of lectures, with illustrations, and also by recitations from the treatise of White. Attendance two hours per week.

A section of the class, about ten in number, have pursued the differential and integral calculus, with applications to Mensuration, Mechanics, and Astronomy, as an optional study. The attendance of this section has also been two hours per week.

In physics, during the first term, the entire class were occupied three hours per week in studying the subject of light, including its transmission, velocity and intensity; description of photometers, the reflection of light, plane mirrors, concave and convex mirrors, spherical aberration refraction by plates and prisms, total refraction, mirage, dispersion by prisms, spectroscope, chemical and solar lines, spectra of the fixed stars, lenses, achromatics, camera-obscura, microscopes, telescopes, the eye and vision. During the second term the same amount of time was given

weekly to the study of sound, including the nature of sound, the velocity of sound, in gases, in liquids and solids; reflection, and interference of sound; measurement of wave lengths, and numbers of vibrations; the vibrations of strings, rods, plates, musical scale, vibrations of columns of air in pipes and wind instruments; determination of vibrations of tuning-forks by observation of resonance, the human voice; the ear and hearing. A portion of the class pursuing an elective course were occupied two hours throughout the year, as follows :

Electro statics, determination of constants of the battery, measurement of resistance, etc., undulatory theory of light, propagation by waves, reflection, refraction, total refraction and interference. Fresnel's experiments, Pouillet's experiments; explanation of experiments by the undulatory theory, phenomena of thin plates, double refraction, conical refraction, circular, rotary and polarization.

In economics, instruction has been given one hour per week to the entire class throughout the year, chiefly by lectures, but with reference to Fawcett's Political Economy. The course has embraced the principal topics of the science, viz. : The production, exchange and distribution of wealth, including, under the first head, natural agents, labor, capital; under the second, value, price, money, credit, commerce, taxation; under the third, rent, wages, profit, free trade, strikes, trades, unions, etc. A section of the class have received instruction in psychology as an elective study. More than two-thirds of the class have attended this course, and have received a complete course of lectures on the philosophy of the intellect, and a less full course on the philosophy of the feelings and the will. In connection with this study constant reference has been made to Hickok's Psychology and Locke's Metaphysics. This study has occupied three hours throughout the year.

Junior Class.

The Junior class have received instruction in Greek three times a week through the whole year, and have read the Ajax of Euripides with the scanning of the chorusses and the Apologia Socrate of Plato with part of the Crito.

In Latin the same class have read the first, third and tenth books of Juvenal's Satires, and the first, second and third satire of Persius with exercises in writing Latin verse, and have also read the first and second chapters of Cicero de Officiis with exercises in Latin prose composition, and have had a lecture on Roman Philosophy. Attendance has been required three times a week throughout the year.

In chemistry, instruction has been given by lecture twice a

the non-metallic and metallic elements com-

the first term instruction has been given to geometry, with its applications to the conic sections, the subject being three hours in each week. In the second term the subject of instruction has been mechanics and astronomy, and by the exhibition of models.

In philosophy and English literature this class meets twice per week in logic, reciting in sections. Instruction is conducted chiefly by lecture, illustrated by examples, in the analysis of arguments and the detection of fallacies. Every member of the class was required to prepare a paper during the term, and also to declaim, pub-

licly, a critical exercise was conducted on the "Oedipus at Colonus," the text being read and analyzed in English, Latin, and Greek. In the third term, of a Latin treatise or a Greek play, by an analysis in both languages. Composition and declamation were also required at the end of the term.

In the fourth term, instruction was given two hours per week, during the first term, embracing expansion of solids, liquids and gases, the thermometer, maximum and minimum thermometer, heat by solids, liquids and gases, tension of vapors, pressure and low pressure, radiant heat, and reflection.

During the second term, occupying the same time, weekly, the class studied specific heat, and afterwards in magnetism and properties of magnets, terrestrial magnetism, magnetic induction, frictional electricity, theories of electricity, attraction and repulsions, induction, electrophorus, duration of the spark, Leyden jar, etc.; also studying the observations of Galvani, the experiment of the battery, constant batteries, dry piles, Oersted's experiment, compass, galvanometer, Ohm's law; thermal effects of the current; decomposition of salts, attractions and repulsions of currents, electrograph, Morse telegraph, ocean telegraph, electro-magnetic apparatus, induction coils.

Sophomore Class.

This class recited three times a week throughout the first term, being the *Medea* of Euripides and the second book, of Xenophon's "Memora-

ilia." In Latin, the class were occupied an equal amount of time to have read during the year the first book of the Epistles of Cicero, a review of prosody, and exercises in comparative etymology. They also read the first forty chapters in Lincoln's Livy, with exercises in prose composition, with a lecture on the Roman historian Livy.

In Roman history the class were instructed one hour per week from the smaller Roman history of Dr. William Smith, enlarged by Dr. Lawrence, having read the text-book from beginning to end, and the Conspiracy of Catilina.

In Grecian antiquities, instruction was also given one hour per week from Bojesen's Manual, from the beginning of Heroic Greece to the Grecian Games.

In mathematics, during the first session, the class were instructed in algebra, employing Davies' Bourdon, revised edition, as a text-book, principal subjects taught being logarithms, interest, combinations, permutations and the general theory of equations. They were also instructed in plane trigonometry as contained in Davies' Legendre. Three hours per week. During the second session, analytical trigonometry and mensuration were pursued from the same text-book as before, instruction being two hours per week. In addition to all these mathematical topics, extra problems and exercises were given to the class from time to time throughout the year. This system, which has been found to be very beneficial in stimulating the student's effort. A course of lectures, occupying one hour per week, was given on surveying instruments, and their use, including land surveying, trigonometric surveying and geodesy.

In modern history, the course has extended from the present time to the present time, embracing an outline of the history of the world, and people, the social life, religion and literature of each age, together with the philosophy of the history of the middle ages, the organization of society, the development of the different forms of government; the causes, progress and effects of the reformation, the rise of the Jesuits, their system of teaching, their mission, their overthrow; also, the philosophy of the great revolution, from the days of Theodoric to those of William and the present time. A member of the class has been required to prepare three Essays in each term, which have been thoroughly corrected by the professor, and then criticised in the presence of the authors. In this class was required to declaim, also, once a month, the declamation being criticised by the professor; and, in order to accommodate the student, an hour has been set apart, weekly, for the exercises.

Freshman Class.

The Freshman class have attended three times a week in Greek through the year and read, during the first session, the eighth book of Homer's *Odyssey*, and selections from the eleventh and thirteenth. During the second session their reading was from Herodotus, embracing portions of the seventh book.

In Latin, during the first session, the attendance was also three hours per week, and the subjects read were selections from books third and fourth of the *Odes* of Horace, and also from the *Epodes*. During the second session selections were read from Cicero *de Senectute* and *de Amicitia*. Weekly recitations have been held throughout the year in both Latin and Greek grammar, and compositions in Latin and Greek prose have also been required weekly. In mathematics this class attended five times a week throughout the year, completing, during the first session, the whole of Davies' *Legendre*, comprising plane, volumetric and spherical geometry, and during the second, Peck's *Manual of Algebra*, including the general theory of equations, Sturm's Theorems, and the general demonstration of the binomial formula. The class was also exercised upon original problems in both geometry and algebra.

In ancient history instruction was given to the class once a week from Dr. William Smith's smaller history of Greece, from near the beginning to the battle of Issus, inclusive. In Roman antiquities they received instruction, also once a week, from Anthon's *Manual*, from the beginning of the book entitled "The City" down to "Customs of the Romans," about 300 pages. The text-book instruction was accompanied by illustrations and explanations in the form of lectures. In English the principal study has been rhetoric, the text-book used being Quackenbos' "Course of English Composition and Rhetoric." The whole of this book has been read from page 34. "The Origin of the English Language" down through the scanning of poetical composition, page 406. Three written compositions were required of each student during the first session, and two during the second. Each student was also required to declaim three times in the first and twice in the second session. Two hours per week have been given to the exercises of this department through the year.

Instruction in German.

The German language is pursued as an optional study not embraced in the course prescribed for graduation. Classes are formed in the beginning of the year without reference to their college classification, but according to their degree of proficiency in German at the commencement of the course. The number of such German classes is larger

or smaller, according to the discrepancies found to exist in the advancement of the different volunteers at the beginning.

During the past year there have been four German classes. The first called the class of beginners has studied thoroughly the *First and Easy Method of learning the German Language*, and has translated a number of selections from different German authors; attending one hour per week. A second class, the advanced class, has written many exercises, has been constantly practiced in turning English into German, has read various selections from different German authors given in Oltrogge's *Lesebuch, Dritter Cursus*, attending one hour per week. A more advanced class has written many exercises, has been constantly practiced in turning English into German, and has read selections from different German authors contained in Oltrogge's *Lesebuch, Dritter Cursus*, attending three hours per week. The fourth or most advanced class has written many exercises, has been constantly practiced in turning English into German, has read a considerable portion of Schiller's *Dreissigjahriger Briefwechsel*, the correspondence between Schiller and Goethe, and has read selections from different German authors contained in Oltrogge's *Lesebuch, Dritter Cursus*; this class has attended one hour per week.

8. EXERCISES.

The students of all the classes are required to prepare compositions in English once every month. These compositions are first criticised by the professor or officer appointed for the purpose, and are then criticised in detail in the presence of the authors. During the past year, weekly compositions are required in Latin prose, and weekly recitations on the syntactical forms in both Latin and German. In the Sophomore and Junior years, both prose and metrical compositions in Latin are required as frequently as the exigencies of the course allow, not less frequently than once a month. In the preparation of the style of some classic author, recently read, is proposed for imitation. In the German language, written exercises are required of all the members of the several volunteer classes. Declamations from a portion of every class, except the freshmen, take place weekly, and are criticised, by the professor, on the spot. Juniors are required to deliver speeches of their own composition. Extemporaneous debates are required, nor any gymnastic exercises; nor is practice required in reading aloud, or in the other branches of elementary education.

9. EXHIBITIONS AND PRIZE CONTESTS.

The only public exhibition established by statute is that of the annual commencement. A semi-annual exhibition is usually held during the winter by the voluntary action of the students themselves, of which the literary performances are not prepared under the direction of the faculty. Exhibitions are also sometimes given by the literary societies. Prizes are awarded for excellence in scholarship, or for meritorious conduct, as follows:

1. *For Proficiency in German.*

After the concluding examination, there is awarded to the best student of German in the more advanced class, a prize in money, or its equivalent, of thirty dollars; and to the next best a prize of twenty dollars. Similar prizes of equal value are awarded also in the less advanced class.

2. *Prize of the Alumni Association.*

A prize of fifty dollars in money, or its equivalent, at the option of the receiver, established by the association of the Alumni of Columbia College, was first awarded at the commencement in June, 1858. Its conditions are that it be given to the most faithful and deserving student of the graduating class. Three are to be selected by the faculty and submitted to the class, who, from these three, are to designate one to receive the prize.

3. *Two Prizes called Seminary Prizes.*

These were founded by the late Rev. Dr. John McVickar, for the Society for the Promotion of Religion and Learning, and are offered for competition to members of the Senior class who propose to be candidates for the General Theological Seminary of the Protestant Episcopal Church. The first is called "The Society's Greek Seminary Prize," and is of the value of thirty dollars; and the second is called "The Society's English Seminary Prize," and is of the value of twenty dollars.

4. *Junior Prizes in Greek.*

An annual prize of \$300 is awarded to the student of the Junior class who passes the best examination on an entire play of Æschylus, Sophocles or Euripides, which has not been a subject of college study in that class; and a second prize of \$150 is awarded to the student of the same class whose examination appears to be next in order of merit.

5. *Senior Prizes in English.*

Two prizes in Rhetoric and English composition are offered for competition to members of the Senior class, to be awarded at the close of the academic course. Essays are prepared by the competitors on a sub-

ject prescribed by the faculty before the first of November, referred to the Professor of English Literature before the first of award is publicly made on Commencement day.

8. *Prize Scholarships and Fellowships.*

Fourteen scholarships have been established by the trust annually awarded, of the value of \$100 each; and also two to be annually awarded, and held for the term of three years, of annual value of \$500 each. Four of these scholarships are in the Freshman class, four in the Sophomore, and six in the Junior, all for pre-eminence of merit in special departments of study. The fellowships are called respectively "The Fellowship in Letters" and "The Fellowship in Science," and are awarded to successful competitors in the graduating class at the close of the course.

10. EXAMINATIONS.

The requirements for admission, as published in the annual catalogue, are as follows:

For admission to the Freshman class, applicants must pass a preliminary examination upon English, Latin and Greek Grammar; Latin Prosody and Composition; Ancient and Modern History; Arithmetic, including the metric system of Weights and Measures; Algebra, as far as the end of simple equations; four books of Euclid's Geometry; and the following books, or their equivalents in Latin and Greek languages, viz.: Cæsar's Commentaries, De Bello Gallico; six books of Virgil's *Æneid*; six orations of Cicero; and two books of Xenophon's *Anabasis*, and two books of Homer's *Iliad*. The examinations for admission commence on the Wednesday next preceding the annual Commencement, and also on the Wednesday next preceding the first Monday in October, and are continued through the succeeding year until completed.

There are two examinations of all the classes during the year. The public are invited. One of these commences on the first of February, and the other on the first Monday in June.

In addition to these, private examinations are held monthly. The relative standing of the students in scholarship is determined by a combination of the results of all the examinations.

11. MODE OF INSTRUCTION.

The mode of instruction in the classes generally is to combine the study of text-books, with expository lectures upon the immediate subject, or upon the general subject, by the instructor.

DISCIPLINE.

If cases of misconduct occur, they are referred to the president ; but for any serious misconduct, any officer may require a student to appear, after a fair hearing, the case will be decided by the board.

STUDENT AID.

Under the act of March 30, 1876, forty-one undergraduates are free of expense, and sixty-seven students receive twenty-five free scholarships in the city of New York, Brooklyn and Jersey City, and twenty-five in the city of New York. Every student is also entitled to have always one room assigned for the ministry, education, and a school which may send in any year for their tuition, is entitled to send a fifth of the president, with the assent of the board, a student, who is unable to pay his tuition, to the School of Mines, free of charge.

TUITION, AND BY-LAWS.

The tuition is \$100 per annum in the college and the School of Mines. The by-laws have remained unchanged since 1862.

USE OF THE COLLEGE PROPERTY.

The property consists of the main building, devoted to the study of the course, the chapel and library, the workshop, a faculty room, a students' study and a room for the janitor; the School of Mines is a separate school and the collections of the college are in the main building.

These occupy the grounds described in the act, comprising the block of ground between the avenues and Forty-ninth and Fiftieth streets.

1. Grounds appurtenant to the college	\$530,000 00
2. General library of the college	18,195 00
3. Its total value	49,300 00
4. Law School of Columbia University	

bia College, there are about 4,100 volumes, of the estimated value of	
The library of the School of Mines consists of 6,523 volumes, of the estimated value of	
In the botanical library there are 1,240 volumes, of the estimated value of	
The chemical, philosophical, astronomical and mathematical apparatus and cabinets, exclusive of those of the School of Mines, and exclusive of the herbarium, are valued at	
The chemical and philosophical apparatus and cabinets of the School of Mines are valued at.....	
The herbarium is valued at.....	
Total amount invested as above for purposes of instruction	

16. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

1. <i>Real Estate.</i> The college owns land in the city of New York, in College place, Park place, Murray, Barclay and Greenwich streets, subject to long leases of divers and separate lots. This land yields a net revenue of five per cent on a capital of.....	\$
The college also holds 264 lots of land (as now divided), described in previous reports, and situated between the Fifth and Sixth avenues and Forty-seventh and Fifty-first streets. The rents reserved by the leases of this estate, now yield a net income of five per cent on a capital of.....	\$
(In all cases the buildings erected on the property above described belong to the lessees, subject to the provisions of the leases.) Total	
2. <i>Personal Property.</i> The college held, at the end of the financial year :	
Cash balance at the end of the year..	\$4,848 35
Invested by deposit with the New York Life Insurance and Trust Company,	45,918 33
Invested on mortgage, other than for the Gebhard Fund	389,955 73
Advances to the Dean of the School of Mines	1,000 00

Total estimated value of the property which ded to the general purposes of the college,	\$4,656,269 21
fund is applicable only to the support of a p of the German language and literature, invested on bond and mortgage. The and application of the fund are in accord- the intention of the donor. Its amount is..	21,375 00
Estimated value of the property of the college, than so much thereof as is included under 15".....	\$4,677,644 21

17. DEBTS.

Amount of debt contracted by the trustees, and unpaid at the end of the year, was	\$1,240 00
debt contracted during the year. accrued on the debt in the same year was..	\$1,486 80

18. REVENUE.

Charged for tuition fees:	
Graduates.....	\$12,940
Students	51,400
Students, School of Mines	28,600
Fees in the college	275
Fees in the Law School.....	1,090
Fees in the School of Mines	185
	<u>\$94,490 00</u>
From students of the School of Mines for board and breakage.....	6,702 93
Catalogues of students.....	24 30
Income of the permanent funds of the col- lege during the said year, which has been received or is considered collectible. The interest from the personal funds of the college, other than the Gebhard fund, was	2,367 21
From other sources :	
Amount for the said year collected	\$206,508 67
On rents.....	237 78
Arrear and unpaid	1,263 67
	<u>208,010 12</u>
Total revenue from the above sources.....	<u>\$311,594 56</u>

LITERARY COLLEGES.

19. EXPENDITURE.

The whole expenditures, applicable to said income, paid in said year, are as follows :

Salaries of officers of the college.....	
Interest account accrued during the year	
Ordinary repairs of college property	
Fuel and all other incidental expenses of the college	
Salaries of officers of the Law School	
Repairs of the Law School.....	
Fuel and all other incidental expenses of such school.....	
Salaries of officers of the School of Mines.....	
Repairs of such school.....	
Fuel and all other incidental expenses of such school.....	
Expenses of treasurer's office, and of estate, including taxes	
Total expenditure.....	

SCHOOL OF MINES.

The object of this school is to fit young men for the professions, and especially to qualify them to take charge of metallurgic works. Instruction is given by lectures, practical metallurgic laboratories, and the working out of schemes by the teacher for the establishment of metallurgic works in the mines. The course extends over four years, during which the students pursue the same branches. During the three first years five parallel courses are offered to the student's choice.

1. Mining engineering.
2. Civil engineering.
3. Metallurgy.
4. Geology and natural history.
5. Analytical and applied chemistry.

Candidates for admission to the school must be seventeen years of age, and must pass a satisfactory examination in arithmetic, metric system of weights and measures; algebra through quadratic equations, and geometry to the end of the fourth book of Euclid. Graduates of colleges and scientific schools are admitted at the beginning of the second year, on presentation of their diplomas without examination.

COURSE OF STUDY.

First year instruction is given in geometry, trigonometry, chemistry, inorganic and organic, physics, French, German

For the second year embraces analytical geometry, descriptive general chemistry, qualitative analysis, stoichiometry, botany, zoology, French, German and drawing.

Third course embraces:

Engineering. Mechanics, mining engineering, quantitative analysis, metallurgy, geology, mineralogy, mathematical physics

Civil Engineering. Mechanics, civil engineering, strength of materials, quantitative analysis, metallurgy, geology, mineralogy, drawing.

Chemical Engineering. Mechanics, quantitative analysis, blowpipe analysis, metallurgy, mineralogy, drawing.

Geology and Natural History. Quantitative analysis, mineralogy, geology, drawing.

Metallurgy and Applied Chemistry. Applied chemistry, quantitative analysis, mineralogy, metallurgy, geology, drawing.

Fourth year course embraces:

Mining Engineering. Mechanics, construction of mining machines, assaying, assaying, economic geology, metallurgy, quantitative analysis, drawing, projects of works and dissertation.

Civil Engineering. Mechanics applied to engineering, constructions, drawing, projects of works and dissertation.

Chemical Engineering. Assaying, economic geology, metallurgy, quantitative analysis, drawing, projects of works and dissertation.

Geology and Natural History. Economic geology, lithology, mineralogy, metallurgy, drawing, dissertation.

Metallurgy and Applied Chemistry. Applied chemistry, quantitative analysis, economic geology, metallurgy, drawing, dissertation.

For vacation of the second and third years, the student is required to make a tour of observation among mining or manufacturing establishments and to present the results in a descriptive memoir.

At the conclusion of the course, upon those who have passed satisfactory examinations for such degrees. The degree of Bachelor of Science is conferred on graduates of the school.

who pursue successfully a prescribed course of study and invent, and present a written memoir satisfactory to the faculty, the results of original research.

Apparatus and Collections. The students have the benefit of extensive and valuable collections of apparatus in the Academic Department, embracing all the branches of mechanics and physics, and the laboratory of general chemistry and collections of minerals and geology belonging to the college and distinct from those of the School of Mines. The collections especially belonging to the school are as follows:

Cabinets. Collections of specimens and models illustrating the subjects taught in the school, including physical apparatus, chemical apparatus and specimens, crystal models, natural crystals, pseudomorphs and metallurgical products, models of furnaces, collections illustrating applied chemistry, fossils, economic minerals, rocks, Olivine, and of descriptive geometry, models of mining constructions and models of mining tools.

The lectures in crystallography are illustrated by a collection of hollow models in glass, which show the axes of the crystals and the relation of the derived to the primitive form. The suite is completed by 350 solid models in wood, showing most of the actual and ideal forms.

Minerals. The cabinet of minerals comprises about 10,000 specimens arranged in glazed horizontal cases. It includes a large collection of pseudomorphs, and a collection illustrating crystallography of natural crystals, showing both their normal and their pseudomorph forms. The minerals are accompanied by a large collection of models in wood, showing the crystalline form of each. Arranged in cases are large specimens showing the association of the minerals.

Ores and Metallurgical Products. A very complete collection of metallurgical products illustrating the different stages of the processes in use in the extraction of each metal in this country. A large number of specimens has been gathered and is constantly increasing. Many of the specimens have been analyzed and assayed.

Models of Furnaces. An extensive collection of models of furnaces has been imported from Europe, together with a very large number of working drawings of furnaces and machines.

Illustrations of Applied Chemistry. Several thousand specimens of materials and products illustrating applied chemistry have already been collected. These are now contained in cases and drawers and are available for use at the lectures.

Geological Collection.

This consists of over 60,000 specimens, forming the following groups:

First. A systematic series of the rocks and fossils characteristic of each geological epoch, numbering over 20,000 specimens.

Second. A collection of ores, coals, oils, clays, building materials and other useful minerals, illustrative of the course of lectures on economic geology, and believed to give the fullest representation of our mineral resources of any collection yet made.

Third. A collection of 5,000 specimens of rocks, and of the minerals which form rocks, to illustrate the lectures on lithology.

Fourth. The paleontological series, which includes collections of recent and fossil vertebrates, articulates, mollusks, radiates and plants. In this series is to be found the largest collection of fossil plants in the world, including many remarkably large and fine specimens, and over 200 new species, of which representatives are not known to exist elsewhere. Also, the most extensive series of fossil fishes in this country, including, among many new and remarkable forms, the only known specimen of the gigantic *dinichthys*; a suite of Ward's casts of extinct saurians and mammals; a fine specimen of the great Irish elk, etc.

Models of Descriptive Geometry and Machines.

The Olivier models, forming all mathematical surfaces by means of silk threads, and admitting of a variety of transformations; also, other models, illustrating general and special problems of descriptive geometry, shades and shadows, and stone cuttings, drawings of machines for studying and copying; also, landscapes in crayon and in water color, for instruction in sketching; models of mining machines and mining tools, stationary steam engine, with single or double cylinder, sections of steam cylinders, water sheds, turbines, shaking tables, stamps, crushers, blowing machines, pumps, etc.

LAW SCHOOL.

1. COURSE OF INSTRUCTION.

The regular and systematic instruction of the students upon the various topics of legal science, is under the control of Professor Dwight. The plan of instruction combines the study of selected text-books with lectures. The student is expected to prepare himself each day upon a topic assigned by the professor. He is then examined upon the subject studied. Having grappled with some of its difficulties, he is prepared for the full oral exposition which accompanies an examination. He is encouraged, at the same time, to ask questions upon any difficulties which may have suggested themselves to him. Written lectures are also given, in which the principles of law are succinctly stated, and leading authorities are cited for further information. Experience has proved the value

of this system. The mind of the student having been active in study, his attention is aroused, and he is prepared to pursue with eagerness such avenues of legal knowledge as may be open to him. It is believed that most of the young men who commence the study of law in this country, need the training and discipline which a regular and systematic course of drill and daily examination may furnish. The instruction in the other departments consists mainly of lectures and references to approved text-books and authorities.

2. COURSES OF LECTURES.

Courses of lectures are delivered by Professor Dwight, supplementary to the regular course of instruction, upon the various branches of municipal law. He also gives a series of lectures upon international law. Professor Burgess delivers a course upon the State and National law, embracing the origin, development, objects and principles of political society, and treating particularly and comprehensively the history and provisions of the United States Constitution and its interpretation. Professor Ordranax gives a course of lectures upon medical jurisprudence, and Professor Chase lectures upon criminal law upon the law of torts, and upon pleading. Professor Noyes is lecturer upon the ethics of jurisprudence. Series of lectures upon public and private international law, and upon other important legal subjects are given each year by special lecturers, and occasional lectures are also delivered by prominent members of the New York bar. By the courtesy of the faculty of the medical department, the law students may attend any or all of the courses of medical lectures, free of charge.

3. MOOT COURTS.

Two moot courts are held every week, at each of which a case previously assigned is argued by six or eight students selected from the two classes. The counsel respectively prepare written positions in a usual manner, supporting their positions by citing legal authorities. One week after the argument, an opinion on the cause is delivered by one of the professors.

4. ANNUAL TERM AND HOURS OF ATTENDANCE.

The term commences on the first Wednesday in October and continues until May fifteenth. The course of study embraces three years. The first year is given to general commentaries upon municipal law, law of contracts and real estate. The second year is devoted to medical jurisprudence, commercial and admiralty law, criminal law, legal procedure, pleading, practice, and a review of the studies of the entire course. Particular attention is given to the law of real estate.

The hours of attendance in the department of municipal

9½ A. M., 11 A. M., 3 P. M. and 4½ P. M., daily. The other lectures do not generally exceed three per week, and the hours are announced as occasion may require.

5. LIBRARY.

The library contains a complete series of the reports and statutes of the United States, and of the reports of the State of New York, with the most valuable of those of other States; a full series of the English common-law reports, from the year-books to the present time, and standard treatises on English and American law. It also includes many valuable treatises on the civil law. It is open for the use of students during the term, from 9 A. M. to 10 P. M. The students also have access to the Astor Library, which contains a very extensive series of English and American reports, with other valuable works on American and foreign law.

6. PRIZES.

There are three money prizes awarded to the members of the graduating class in the department of municipal law. The examination for the prizes is conducted by means of essays upon a selected subject, and by written answers to printed questions. The first prize is \$250, the second, \$150, and the third, \$100. There is also a prize in the department of political science, established by the liberality of Robert N. Topham, Esq.

7. GRADUATION AND ADMISSION TO THE BAR.

An examination for graduation is held at the close of the Senior year before the professors of the Law School and the law committee of the trustees, occupying four days, and extending over the topics of municipal law embraced within the studies of the course.

The degree of Bachelor of Laws is conferred upon such students as shall have pursued, to the satisfaction of the law committee and the professor of municipal law, the entire course of study, and shall have passed the requisite examination. By chapter 202 of the Laws of 1860, the graduates of the Law School are entitled to admission to practice in all the courts of the State without further examination. A subsequent statute, passed in 1871 (chapter 486, Laws of 1871), authorized the Court of Appeals to make rules for the admission of law students to the bar, but as it contained an express provision that this previous law of 1860 should not be thereby affected, a graduate of the Law School is still entitled to admission to the bar under the law of 1860, without complying with the provisions of the act of 1871, or with the rules of the Court of Appeals based upon it. A student of the Law School who remains a year or more, but not sufficiently long to graduate, will have an allowance of one year in making up the time required by law as pre-

liminary to admission, and an official certificate of attendance for the time will be given him, on application to the warden.

8. TERMS OF ADMISSION, FEES, ETC.

No examination and no particular course of previous study hitherto been required for admission. But, by resolution of the Board of Trustees it has been provided that on and after the first Wednesday of January 1876, the admission of students shall be regulated as follows: Graduates of literary colleges shall be admitted without examination. Other candidates for admission must be at least eighteen years of age, and have received a good academic education, including such knowledge of the Latin language as is required for admission to the first class of this college, viz., four books of Cæsar's *Commentarii de Bello Gallico*, six books of Virgil's *Æneid*, and six orations of Cicero. Applicants must be of good moral character.

The regular examination for admission is held at the beginning of each school year, but in special cases applicants may be examined at any time beginning of the session.

9. NUMBER OF STUDENTS, CATALOGUES, ETC.

The number of students during the scholastic year 1875-76 was 533, of whom 251 were in the Senior, and 282 in the Junior class.

The Law School is now (1876) in the eighteenth year of its existence. The following table exhibits its members since its organization.

	Seniors.	Juniors.
1858-59	35	1
1859-60	28	1
1860-61	61	1
1861-62	79	1
1862-63	90	1
1863-64	99	1
1864-65	93	1
1865-66	61	1
1866-67	92	1
1867-68	78	1
1868-69	97	1
1869-70	95	1
1870-71	119	1
1871-72	124	1
1872-73	162	1
1873-74	200	1
1874-75	231	1
1875-76	251	1

at number, 242 are graduates of forty-three different
A separate catalogue of the Law School is published

CONCLUSION AND AUTHENTICATION OF REPORT.

g report was adopted at a meeting of the trustees of
ge, held on the 4th day of December, 1876, and it was
e seal of the college be affixed to the same, and that it
e chairman, treasurer and clerk, and transmitted to the
University.

[L. S.]

MORGAN DIX, *Chairman.*G. M. OGDEN, *Treasurer.*ANTHONY HALSEY, *Clerk.*



II. UNION COLLEGE, SCHENECTADY.

To the Regents of the University of the State of New York.

The trustees of Union College, in compliance with a request of the Regents of the University, submit the following report ending May 31, 1876, containing a just and true statement of the progress and condition of said college during and of said year, in respect to the several subject-matters following.

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

- A professorship of Moral Philosophy.
- A professorship of Oriental Languages.
- A professorship of Mathematics.
- A professorship of Natural Philosophy.
- A professorship of Botany.
- A professorship of Greek Language and Literature.
- A professorship of Modern Languages and Literature.
- A professorship of Analytical Chemistry.
- A professorship of Logic, Rhetoric and Mental Philosophy.
- A professorship of Civil Engineering.
- A professorship of Natural History.
- A professorship of Latin Language and Literature.
- A professorship of Military Science.
- A professorship of Physica.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

Trustees.

- His Excellency Samuel J. Tilden, LL. D., New York.
- Hon. William Dorsheimer, Buffalo.
- Hon. John Bigelow, LL. D., Albany.
- Hon. Lucius Robinson, Elmira.
- Hon. Charles N. Ross, Auburn.
- Hon. Charles S. Fairchild, Albany.
- James Brown, Esq., New York.
- Hon. William W. Campbell, LL. D., Cherry Valley.
- Rev. Ebenezer Halley, D. D., Albany.
- Rev. J. Trumbull Backus, D. D., Schenectady.
- Hon. Clarkson N. Potter, LL. D., New York.
- Hon. Platt Potter, LL. D., Schenectady.
- Hon. Charles C. Nott, Washington, D. C.
- William Tracy, LL. D., New York.

Allen, LL. D., Albany.

Esq., Troy.

At Potter, D. D., Schenectady.

McCott, Albany.

Esq., Albany, term of office expires 1876.

Esq., Troy, term of office expires 1877.

Esq., Schenectady, term of office expires 1878.

Esq., New York, term of office expires 1879.

Visitors of the Nott Trust Fund.

Schenectady.

D., Fonda.

Upbell, LL. D., Cherry Valley.

Ye, D. D., Schenectady.

Barling, Schenectady.

ie, D. D., Schenectady.

Faculty.

At Potter, D. D., President and Professor of Moral
e Evidences of Christianity.

D., Nott-Professor (No. 6) of the Oriental Languages,
ical and Classical Literature.

LL. D., Nott-Professor (No. 2) of Mathematics.

D., Nott-Professor (No. 8) of Natural Philosophy.

A. M., Professor of Agriculture and Botany.

, A. M., Nott-Professor (No. 1) of the Greek Lan-

L. D., Professor of Modern Languages and Lit-

. M., M. D., Nott-Professor (No. 3) of Analytical
tor of the Museum.

une Welch, D. D., LL. D., Nott-Professor (No. 5)
nd Mental Philosophy.

., C. E., Professor of Civil Engineering.

ebster, A. M., Professor of Natural History.

Lowell, D. D., Professor of the Latin Language and

Vard, U. S. A., Professor of Military Science and
Culture.

E., Adjunct Professor of Physics.

ock, C. E., Tutor in Mathematics.

A. M., Treasurer and Librarian.

nkins, Esq., Assistant Treasurer and Registrar.

The other officers and servants of said college charged therein, other than those above written, were a superintendent college garden, farmer, two janitors and three men of all work.

3. NUMBER OF STUDENTS.

The whole number of students, undergraduates of said college, the year ending March 31, 1876, was 165; the number of the annual Commencement, June 27, 1876, A. B., 28; C. E., 148.

The whole number of graduates of the college from 1825 inclusive, was, A. B., 4,317; C. E., 148.

4. CLASSIFICATION OF STUDENTS.

The students who were undergraduates in said college the year were classified as follows, viz.:

Seniors	
Juniors	
Sophomores	
Freshmen	

5. COMMENCEMENT EXERCISES.

June 28, 1876.

MUSIC.

ONE HUNDRED AND SEVENTEENTH PSALM.....

Prayer.

MUSIC.

1. Latin Salutatory..... Joseph Reuben D.
2. The Battle in the Brain..... Albert Henry Eberhardt,
3. Self-Reliance Charles Andrew Jones,
4. Human Progress Barnwell Rhett Heyward, C.
5. Memorials of Freedom..... Daniel James Robertson

MUSIC.

6. German Oration..... Theodore DuBois Fre
7. Man and the Situation..... John Whitefield Doremus, K
8. The Influence of Poetry..... Homer Gre
9. Over Obstacles..... James Reagles Truax
10. The Elevation of Society..... Sam W. Buck, Le

MUSIC.

PRIZES AWARDED.

- | | |
|----------------------------|--|
| 1. The Warner Prize. | 5. Prize Essays in English Literature. |
| 2. President's Prizes. | 6. Nott Prize Scholarship. |
| 3. The Ingham Prize. | 7. Prize Speaking, Junior and Senior. |
| 4. The Lowell Latin Prize. | 8. Blatchford Oratorical Medal. |

MUSIC.

Benediction.

6. COLLEGE TERMS OR SESSIONS.

Commencement day occurs on the fourth Wednesday of June, after which there is a vacation of twelve weeks, when the fall session begins, and continues until Christmas, from which day there is a recess until the first Wednesday in January. The second session continues twelve weeks, followed by a recess of one week; the third session closes on Commencement day.

7. SUBJECTS OR COURSE OF STUDIES.

Freshman Class.

	Exercises.
Latin.....	156
Greek.....	156
Geometry, books VI, VII, VIII, IX.....	60
Trigonometry.....	60
Algebra.....	135
French.....	195
Geometrical drawing.....	75
Military science.....	48
History.....	48

Sophomore Class.

Latin.....	156
Greek.....	156
French and German.....	195
Conics.....	48
Statics.....	60
Art of discourse and rhetorical exercises.....	72
Descriptive geometry.....	45
Analytic geometry.....	48
Military science.....	36
History.....	72
Logic.....	36

Junior Class.

Latin.....	108
Greek.....	108
German.....	135
Hebrew.....	48
Physics.....	30
Mechanics.....	75
Rhetoric, with declamation and composition.....	60
Logic, with essays in class.....	40
Descriptive geometry, shades and shadows.....	96

Roads and railroads.....	
Mensuration	
Calculus	
Military history, science and tactics.....	
Chemistry	
Fortification and stone cutting.....	
History of civilization.....	
Strength of materials.....	

Senior Class.

Optics	
Mental philosophy.....	
Lectures on Greek philosophy.....	
Geology	
Civil engineering	
Engineering statics.....	
Chemistry	
Lectures on Greek literature.....	
Astronomy.....	
Butler's Analogy.....	
English literature and essays.....	
Rhetorical exercises.....	
Lectures on biblical literature	
Lectures on art	
Military science and tactics.....	

8. EXERCISES.

Throughout the college course, exercises in English composition and declamation are required.

9. EXHIBITIONS AND PRIZE CONTESTS.

1. *The Blatchford Oratorical Medals.*

Hon. R. M. Blatchford, LL. D., has founded an oratorical contest consisting of two gold medals, of the value of the interest of \$1000, given to the two members of the graduating class who shall at Commencement the best orations; "regard being had to their elevated and classical character, and to their graceful and effective delivery." These medals, of the values of forty and thirty dollars, the orations respectively first and second in merit, are awarded at the close of the exercises, by a committee appointed for the purpose. The first medal was awarded to Homer Greene, of Ariel, Pennsylvania, and the second medal to John Whitefield Doremus, of Knoxville, Tennessee.

2. *The Warner Prize.*

Hon. H. G. Warner, LL. D., of Rochester, has founded an annual prize, consisting of silver plate of the value of fifty dollars, to be awarded to "the graduate of Union College classical course who shall reach the highest standing in the performance of collegiate duties, and also sustain the best character for moral rectitude and deportment, without regard to religious practice or profession." The prize awarded by the officers of the college, in accordance with the conditions prescribed by the donor, is presented at Commencement. Awarded to Joseph Reuben Davis, of Pike, Pennsylvania.

3. *The Ingham Prize.*

Hon. Albert C. Ingham, LL. D., of Meridian, N. Y., for the purpose of promoting a familiarity with the best English classics, has founded an annual prize of seventy dollars (in the form of plate, or money, as preferred) to be awarded to that member of the Senior class (connected with the college for not less than two years), who shall present the best essay on one of two subjects previously assigned in English literature or history. This prize is awarded at Commencement by a committee appointed in accordance with certain conditions prescribed by the founder. Awarded to James Reagles Truax, of Schenectady.

4. *President's Prizes.*

The first was awarded to James Reagles Truax, of Schenectady; the second prize to Homer Greene, of Ariel, Pennsylvania.

5. *Prize Essays.*

Prizes are awarded to the two members of the Senior class who present the best essays on English literature, on subjects assigned the previous term. The first prize was awarded to Homer Greene, of Ariel, Pennsylvania; the second to John Whitfield Doremus, of Knoxville, Tennessee.

6. *Prize Speaking.*

Prizes are awarded to the two members of the Junior and Sophomore classes, respectively, who deliver the best orations on the occasion of prize speaking during Commencement week. Six Juniors and four Sophomores are selected for this exercise; regard being had both to composition and to delivery. The first Junior prize was awarded to De Witt Clinton Moore, of Johnstown; the second Junior prize to James Augustine Delahanty, of Albany. The first Sophomore prize was awarded to William Densmore Maxon; the second Sophomore prize to Leonard Paige, of Albany.

7. *The Lowell Latin Prize.*

Was awarded to Alexander Duane, of the Sophomore class, Maine.

10. EXAMINATIONS.

Examinations for entrance, are held on Thursday and Friday of Commencement day, and on the last two days (Monday and Tuesday) of each vacation. The examinations of the classes were held at the close of each session and continued three days, about two days devoted to each class on all subjects of study pursued by them since the last previous examination.

11. MODE OF INSTRUCTION.

The general mode of instruction is by analysis and recitation of text-books where possible. The subjects taught solely by lecture are Greek philosophy, poetry and literature, by Professor Leach; Latin literature and poetry, by Professor Welch; and art, by L'Amoureux and Staley. Other professors lecture occasionally on subjects connected with their daily recitations.

12. DISCIPLINE.

The discipline of the college is administered by the president.

The standing of each student, both as it respects scholarship and attendance, is reported at least once each session, by the professor or guardian, and is recorded by the registrar. The standing is determined by daily marks.

13. GRATUITOUS AID.

The income of \$100,000 is devoted to the assistance of indigent students. All needy students have their college bills remitted in part, as the case requires. Eighty-four students have been aided by these funds the past year.

14. STATUTES OR BY-LAWS.

The laws are the same as those transmitted in 1873.

15. DESCRIPTION AND VALUE OF BUILDINGS, ETC.

The following college buildings, lands and movable property are included in the treasurer's accounts :

Two students' dormitories, containing ninety-six rooms.

Two buildings for lectures and apparatus, chapel and natural history collections.

Two buildings for recitation rooms and engineering apparatus.

One building for a gymnasium.

Ten houses for president and professors.

Four houses for janitors and servants.

One building, unfinished, called Memorial Hall.

These buildings are worth, exclusive of site, at least	\$263,000 00
Adjacent to the college buildings there are 121 acres of land, constituting the <i>site</i> , and not included in treasurer's accounts, valued at.	100,000 00
The library, consisting of about 15,000 volumes, is valued at.	14,500 00
The chemical, philosophical and engineering apparatus is worth at least	20,000 00
The cabinet of minerals, shells and other specimens.	25,000 00
Farming tools, horses, carts, stoves and furniture of public rooms	5,000 00
	<hr/>
	\$427,500 00
	<hr/>

16. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

*Assets.**

Cash	\$3,955 98
Perpetual leases	7,663 48
Residue certificates	22,000 00
Stocks.	1,350 00
Bills receivable.	2,826 54
Bonds and mortgages	139,344 88
Real estate	344,680 89
Hunter's Point trust	2,842 36
Gymnasium	1,329 98
Sundry personal accounts.	1,035 48
	<hr/>
	\$527,029 59
	<hr/>

Funds and Liabilities.

President and professors' fund	\$78,483 93
Indigent students' fund.	50,000 00
John David Wolfe scholarship fund.	50,000 00
Coe memorial library fund.	10,000 00
Blatchford memorial fund	10,000 00
T. H. P. memorial fund	3,000 00
C. L. Wolfe art foundation.	1,722 25

* **NOTE.** — The college buildings, with the library and other property contained in them, and the grounds constituting the site, are not disposable, have no fixed pecuniary value attached to them in this set of accounts.

Jackson professorship fund	\$2,250 00
Foster professorship fund	1,700 00
Lewis professorship fund	1,420 00
Blatchford prize fund	1,000 00
Warner prize fund	714 28
	<hr/>
	\$210,290 46
Nott trust	30,719 82
Bills payable	42,000 00
Sundry personal accounts	356 87
	<hr/>
	\$283,367 15
Net capital	243,662 44
	<hr/>
	<u>\$527,029 59</u>

17. DEBTS.

See "Funds and Liabilities" above.

18. REVENUE.

Income.

Interest and dividends	\$16,005 83
Tuition	8,751 00
Park and buildings	197 51
Bonds and mortgages	80 00
Diplomas	82 75
Graduates	42 75
	<hr/>
	\$25,159 84
Taylor & Lowber contract	45,648 10
Net loss	13,341 01
	<hr/>
	<u>\$84,148 95</u>

Expenditures.

Instruction	\$13,959 50
Students, unpaid bills of 1875	801 50
Treasury office	2,454 10
Physical laboratory	1,781 63
College garden	434 03
Incidentals	1,406 28
Analytical laboratory	1,046 79
Indigent students	5,946 52
Warner prize	50 00
Union school scholarships	450 00
Printing and advertising	769 09

UNION COLLEGE.

37

Insurance	\$662 95
Ingham prize.....	70 00
Taxes	2,078 12
Blatchford prizes.....	70 00
Natural history department.....	444 79
Library	1,626 79
General expenses.....	180 73
Blatchford memorial fund.....	768 45
John David Wolfe scholarship fund.....	3,502 81
T. H. P. memorial fund.....	46 00
Students, unpaid bills.....	1,009 48
Thos. Ward.....	90 00
	<hr/>
	\$39,649 56
Nott Trust — Taylor & Lowber contract....	\$23,659 12
Bond and mortgage of R. W. Lowber.....	10,000 00
Account of R. W. Lowber.....	1,174 79
	<hr/>
	34,833 91
Memorial hall.....	9,665 48
	<hr/>
	\$84,148 95
	<hr/> <hr/>

NOTT TRUST FUND.

Assets.

Cash on hand.....	\$1,087 41
Certificates of residue.....	7,000 00
Bills receivable.....	5,360 00
Real estate.....	704,259 23
Bank stock.....	500 00
Union College.....	30,720 02
Hunter's Point trust.....	3,211 42
Bonds and mortgages.....	123,962 45
	<hr/>
	\$876,100 53
	<hr/> <hr/>

Funds and Liabilities.

Bonds payable.....	\$110,000 00
Net capital.....	766,100 53
	<hr/>
	\$876,100 53
	<hr/> <hr/>

Income.

Interests, rents, etc.....	\$10,484 18
Profit and loss — Lowber contract.....	13,659 12
	<hr/>
	\$24,143 30
	<hr/> <hr/>

<i>Expenditures.</i>	
Professors	\$15,975 00
Taxes	2,129 77
Prize scholars	60 00
Visitors	200 00
Incidentals	201 28
	<hr/>
	\$18,586 00
Net gain	5,577 30
	<hr/>
	\$24,143 30
	<hr/>

19. TABULAR STATEMENT.

Courses of study, three — classical, scientific and engineering:	
Number of professors, including president.....	16
Other instructors.....	3
Number of students in all departments.....	165
Number of graduates, A. B., in 1876.....	28
Number of graduates, C. E., in 1876.....	12
Whole number of graduates, A. B., 1797-1876.....	4,317
Whole number of graduates, C. E.....	148
	<hr/>
Value of college buildings and site.....	\$363,000 00
Value of library, apparatus, etc.....	69,500 00
Value of other college property over and above debts... 1,009,762 97	
Receipts last college year.....	94,950 24
Expenditures.....	102,714 95
Debts	152,000 00
	<hr/>

20. PRICE OF TUITION.

Tuition, incidentals and room rent, the session.....	\$40 00
	<hr/>

Annual Expenses.

College bills and board, fuel, lights and text-books, \$300 to,	\$400 00
	<hr/>

21. CLOSE OF REPORT.

This report is submitted in accordance with a resolution of the board of trustees of Union College, passed July 27, 1859, directing that the finance committee be authorized to prepare the annual report to the Regents of the University.

UNION COLLEGE, *December* 1, 1876.

PLATT POTTER,
J. A. DEREMER,
W. F. ALLEN,
Finance Committee.

JONATHAN PEARSON,
Treasurer and Secretary Finance Committee.

III. HAMILTON COLLEGE, CLINTON, ONEIDA COUNTY.

To the Regents of the University of the State of New York:

The trustees of Hamilton College, in accordance with the requirements of the Regents of the University of the State of New York, submit the following as their report of its condition and progress during the collegiate year ending June 29, 1876:

1. TRUSTEES, FACULTY AND OTHER OFFICERS.

*Trustees.**Elected.*

- 1828. John J. Knox*, Esq., Knoxboro.
- 1836. Samuel B. Woolworth, LL. D., Albany.
- 1836. Hon. Henry A. Foster, LL. D., Oswego.
- 1839. Rev. Simeon North, D. D., LL. D., Clinton.
- 1844. Hon. Horatio Seymour, LL. D., L. H. D., Utica.
- 1847. Hon. Othniel S. Williams, LL. D., Clinton.
- 1847. Rev. Samuel H. Gridley, D. D., Waterloo.
- 1849. Rev. George S. Boardman, D. D., Cazenovia.
- 1851. Rev. Philemon H. Fowler, D. D., Utica.
- 1852. Rev. William C. Wisner, D. D., Lockport.
- 1856. Hon. William J. Bacon, LL. D., Utica.
- 1863. William D. Walcott, Esq., New York Mills.
- 1864. Rev. A. Delos Gridley,* D. D., Clinton.
- 1867. Rev. Samuel G. Brown, D. D., LL. D., Clinton.
- 1867. Charles C. Kingsley, A. M., Utica.
- 1869. Rev. L. Merrill Miller, D. D., Ogdensburgh.
- 1869. Publius V. Rogers, A. M., Utica.
- 1870. Gen. S. Stewart Ellsworth, A. M., Penn Yan.
- 1871. Rev. Henry Kendall, D. D., New York.
- 1871. Gilbert Mollison, Esq., Oswego.
- 1871. Hon. John N. Hungerford, A. M., Corning.
- 1872. Hon. Ellis H. Roberts, LL. D., Utica.
- 1874. Hon. Daniel P. Wood, A. M., Syracuse.
- 1874. George M. Diven, A. M. Elmira.
- 1875. Hon. Theodore W. Dwight, LL. D., New York.
- 1875. Hon. Perry H. Smith, A. M., Chicago.
- 1875. Hon. Joseph R. Hawley, LL. D., Philadelphia, Pa.
- 1875. David H. Cochran, Ph. D., LL. D., Brooklyn.
- 1850. Hon. Othniel S. Williams, LL. D., Secretary and Treasurer.
- 1859. Rev. N. W. Goertner, D. D., Commissioner.

* Deceased.

Faculty.

Rev. Samuel Gilman Brown, D. D., LL. D., President and Professor of the Evidences of Christianity. Elected November 1, 1833.

Charles Avery, LL. D., Professor-Emeritus of Chemistry. Elected August 12, 1834.

Rev. Nicholas Westermann Goertner, D. D., College Pastor. Elected July 15, 1863.

Oren Root, LL. D., Professor of Mathematics, Mineralogy and Geology. Elected November 1, 1849.

Christian Henry Frederick Peters, Ph. D., Litchfield-Professor of Astronomy and Director of the Litchfield Observatory. Elected July 20, 1858.

Ellicott Evans, LL. D., Maynard-Professor of Law, History and Polity and Political Economy. Elected November 13, 1860.

Edward North, L. H. D., Edward-Robinson-Professor of Latin Language and Literature. Elected December 27, 1843.

Rev. John William Mears, D. D., Albert-Barnes-Professor of Intellectual and Moral Philosophy. Elected July 19, 1871.

Albert Huntington Chester, A. M., E. M., Childs-Professor of Cultural Chemistry. Elected December 21, 1870.

Rev. Abel Grosvenor Hopkins, A. M., Benjamin-and-Bateman-Professor of the Latin Language and Literature. Elected August 29, 1876.

Chester Huntington, A. M., Professor of Natural Philosophy and Librarian. Elected July 20, 1870.

Henry Allyn Frink, A. M., Kingsley-Professor of Logic, Rhetoric and Elocution. Elected June 27, 1872.

Herman Carl George Brandt, A. M., Munson-Instructor of Modern Languages. Elected April, 1874.

Jermain Gildersleeve Porter, A. M., Assistant Professor of English Literature. Elected June 30, 1875.

2. NUMBER OF STUDENTS AND GRADUATES.

The whole number of students was
 Graduated June 29, 1876
 Whole number of graduates

3. CLASSIFICATION OF STUDENTS.

1. Law students.....
 2. Seniors
 3. Juniors
 4. Sophomores
 5. Freshmen
 Total.....

4. GRADUATING EXERCISES.

The following was the order of exercises at the sixty-fourth Commencement, June 29, 1876:

P R O G R A M M E.

Prayer.

MUSIC.

1. SALUTATORY ORATION IN LATIN.....William P. L. Stafford.
2. ORATION — The Relations of Religion and Politics.....William H. Allbright.
3. PRUYN MEDAL ORATION — The Contributions of New
York to American Statesmanship.....James F. Brodie.
4. PHILOSOPHICAL ORATION — Genius and Insanity.....Clarence L. Barber.

MUSIC.

5. ORATION — The American Centennial.....Newton W. Cadwell.
6. ORATION — Co-operation vs. MonopolyFrank F. Davis.
7. CLARK PRIZE ORATOR, WITH HEAD PRIZE ORATION — Alexander Hamilton and Salmon P. Chase.....Howard P. Eells.
8. CLASSICAL ORATION — Paganism, Old and NewGeorge P. Bristol.

MUSIC.

9. INTERCOLLEGIATE PRIZE ORATOR, ORATION —
• Two Villians of Dickens.....Julien M. Elliott.
10. ORATION — Republicanism in France.....Philip M. Hull.
11. ORATION — The Mission of History.....Junius H. Judson.
12. ETHICAL ORATOR, WITH THE KIRKLAND PRIZE
ORATION — The Unity of the Bible.....Archibald L. Love.

MUSIC.

13. ORATION — Fatalism in Literature.....Fayette Kelly.
14. ORATION — The Place of Geneva in History.....William E. Kimball.
15. ORATION — The "Small College".....Humphrey McMaster.
16. LITERARY ORATION — The Real and Ideal in Literature
and Art.....Sidney W. Petrie.

MUSIC.

17. ORATION — Modern Machiavelism.....Aaron E. Moore.
18. ORATION — Sobieski and Poland.....George S. Robbins.
19. ORATION — The Cynic in the Sanctum.....Edwin A. Rockwell.
20. LEGAL ORATION — The Law as a Profession.....Edward C. Stringer.

MUSIC.

21. ORATION — The Moral of Failure.....Herbert R. Rundall.
22. ORATION — The Influence of Music.....William P. L. Stafford.
23. SCIENTIFIC ORATION — Curiosity and Inquiry.....Byron Wells.

MUSIC.

24. VALEDICTORY ORATION.....James F. Brodie.

MUSIC.

Prizes and Degrees Conferred.

BENEDICTION.

Fourth Kellogg Commencement Prize.

The interest of a prize fund of \$700, founded by Charles Esq., of Utica, will be awarded by a committee appointed by the Board in one prize, to any member of the graduating class, except the collegiate prize orator and the successful competitors for the Pruyn medal, the Head prize and the Kirkland prize, who have won in the composition and delivery of his Commencement oration.

Degrees Conferred June 29, 1876.

A. B. in Course : William Hervey Allbright, Clarence V. Barber, George Prentice Bristol, James Fairbairn Brodie, Newell Cadwell, Frank Fillmore Davis, John Richard Stearns, Edward Parmelee Eells, Julien Molinard Elliot, Philip Marion Herbert Judson, Fayette Kelly, William Eugene Kimball, Longworth Love, Humphrey McMaster, Aaron Eylar Mearns, Wilford Petrie, George Sidney Robbins, Edwin Amasa Ransom, Robert Ransom Rundall, William Perry Lucien Stafford, Edw. Stringer, Byron Wells.

LL. B. in Course : Emmett Jerome Ball, A. B. ; George Benedict, Thomas Cary, A. B. ; Myrtle Cecilian Cole, John Claiborne, William Wallace Dawley, A. B. ; Charles James Gano, Milton George, A. B. ; John J. Hallock, Melvin Z. Hazen, Joseph Hyland, A. B. ; James Addison Hawkes, Edward Lewis, Vesper Lewis, A. B. ; John Brigham Richardson, A. B.

A. B. Ex-gratia : Myron Anderson Boynton, Rev. Lucretia Pert.

A. M. in Course : Cornelius Evarts Billington, M. D. ; William Avery, Frederick Eri Barrows, Charles Taylor Burnley, Charles Briggs, John Edman Massee, Edward David Mearns, Williams O'Brien, Prof. Jermain G. Porter, Rev. Christopher Vincent, David Boyd Ward, M. D.

A. M. Honorary : Charles Boyd Curtis, Morven Moore, James P. Harrington, Rev. Nelson Birney Randall, Charles Truax.

Ph. D. Honorary : Prof. Isaac Hollister Hall.

D. D. Honorary : Rev. Joseph Rusling Page, Rev. Thomas

LL. D. Honorary : Prof. Thomas Allen Clarke, Hon. John Hardin.

6. COLLEGIATE SESSIONS.

1. From the first Thursday in September, fourteen weeks.
2. From the second Thursday in January, twelve weeks.
3. From the third Thursday in April to Commencement.

Calendar for 1875-76.

1875.

- September 2. Fall term opened, Thursday.
September 4. Examination of delinquents, Saturday.
November 2. State election, Tuesday.
November 25. Thanksgiving day, Thursday.
November 27. Tompkins prize examination, Saturday.
December 3. Examination begins, Friday.
December 8. Fall term closes, Wednesday.
Vacation of four weeks.

1876.

- January 6. Winter term opens, Thursday.
January 7. Head prize and Pruyn medal orations presented, Friday noon.
January 8. Examination of delinquents, Saturday.
January 27. Day of prayer for colleges, Thursday.
February 3. Junior exhibition orations presented, Thursday noon.
February 22. Washington's birthday, Tuesday.
March 23. Curran prize examination, Thursday.
March 24. Examination begins, Friday.
March 29. Clark prize orations and prize essays presented, Wednesday noon.
March 29. Junior exhibition, Wednesday.
Vacation of three weeks.
April 20. Summer term opens, Thursday.
April 22. Examination of delinquents, Saturday.
April 27. Graduating orations presented, Thursday noon.
May 26. Underwood prize examination, Friday.
May 27. Decoration day, Saturday.
May 29. Senior examination begins, Monday.
June 7. Clark prize exhibition, Wednesday.
June 8. Honors announced, Thursday.
June 22. Examination of lower classes begins, Thursday.
June 24. Prizes announced, Saturday.
June 25. President's baccalaureate sermon, Sunday.
June 25. Address before Society of Christian Research, Sunday.
June 26. Entrance examination, Monday morning.
June 26. Kingsley prize declamation, Monday evening.
June 27. Entrance examination, Tuesday morning.
June 27. Kingsley prize debate, Tuesday.
June 27. Anniversary of Phi Beta Kappa Society, Tuesday.
June 28. Anniversary of the Society of Alumni, Wednesday.

June 29. Commencement, Thursday.

Vacation of ten weeks.

September 6. Entrance examination, Wednesday.

September 7. Fall term opens, Thursday.

7. COURSE OF STUDY.

The full course of undergraduate study occupies four years. In each class are required to attend four exercises each morning prayers. Biblical exercises are held each Monday and rhetorical exercises are held, twice a week, in the chapel.

The following table shows the course of study in the several classes with the number of exercises during the past year, and the professors having charge of them:

Freshman Class.

1. Mandeville's Elocution.....	Professor F.
2. Robinson's Algebra.....	Professor H.
3. Cicero's De Senectute.....	Professor H.
4. Biblical exercises.....	Professor N.
5. Homer's Iliad.....	Professor B.
6. Robinson's Geometry.....	Professor R.
7. Xenophon's Memorabilia.....	Professor N.
8. Lectures on Greek authors.....	Professor N.
9. Lectures on Latin authors.....	Professor H.
10. Odes of Horace.....	Professor H.
11. Class exercises in composition.....	Professor M.
12. Chapel rhetorical exercises.....	Professor F.
13. Homer's Odyssey.....	Professor N.

Sophomore Class.

1. Surveying and navigation.....	Professor R.
2. Demosthenes' "De Corona".....	Professor N.
3. Blair's Rhetoric.....	Professor F.
4. Robinson's Trigonometry.....	Professor R.
5. Tacitus' "Germania and Agricola".....	Professor H.
6. Otto's French Grammar.....	Professor B.
7. Analytical geometry.....	Professor R.
8. Biblical exercises.....	Professor H.
9. Class exercises in composition.....	Professor H.
10. Chapel rhetorical exercises.....	Professor F.
11. Lectures on Greek orators.....	Professor N.
12. Lectures on conchology and mineralogy.....	Professor R.
13. Trench on Words.....	Professor F.
14. Idyls of Theocritus.....	Professor N.

Junior Class.

		Exercises.
calculus.....	Professor Root	48
ader	Professor Brandt	65
.....	Professor Evans	12
.....	Professor Huntington,	90
.....	Professor North	65
.....	Professor Peters	48
.....	Professor Frink.....	30
.....	Professor Frink.....	30
.. ..	Professor Hopkins ...	48
.....	Professor Mears	36
.....	Professor Evans	12
.....	Professor Huntington,	10
.....	Professor Frink.....	20
as.....	Professor Frink	30
ature	Professor North	18

Senior Class.

.....	Professor Mears	90
.....	Professor Evans	45
.....	Professor Root	45
w.....	Professor Evans	25
.....	Professor Chester	64
ies.....	Professor Evans	70
christianity....	President Brown	30
.....	Professor Chester	40
.....	President Brown	24
tical economy ..	Professor Evans	25
eophy.....	Professor Mears	10

ES—PRIZES AWARDED IN 1876.

es were held during the year, and a large in them. A thorough trial of their influ- t they are decidedly beneficial in promoting ations to useless reading, and in elevating discipline and attainment throughout the

Magiate Prize in Oratory.

Modern Life," Julien Molinard Elliott, New collegiate contest, held in the Academy of , 1876.

William Cullen Bryant, George William

Twenty-second Clark Prize in Oratory.

"The Pathos of the Bible," Howard Parmelee Eells, Cleveland, O.

Fourteenth Pruyn Medal Oration.

"The Contributions of New York to American Statesmanship," James Fairbairn Brodie, Hammond.

Thirteenth Head Prize Oration.

"Alexander Hamilton and Salmon P. Chase," Howard Parmelee Eells, Cleveland, O.

Fourth Kirkland Prize Oration.

"The Unity of the Bible," Archibald Longworth Love, East Saginaw, Mich.

Underwood Prizes in Chemistry.

1. Archibald Longworth Love, East Saginaw, Mich. 2. Byron Wells, Onondaga Valley.

Committee of Award: The Faculty of the college.

Kingsley Prizes in Extemporaneous Debate.

1. Frank Fillmore Davis, Newark. 2. James Fairbairn Brodie, Hammond.

Committee of Award: Rev. Alfred B. Goodrich, D. D., Utica; Dan P. Eells, A. M., Cleveland, O.; Elihu Root, A. M., New York.

Fourth Kellogg Prize for Commencement Oration.

"The Place of Music among the Fine Arts," William Perry Lucien Stafford, Deansville.

Committee of Award: Rev. Henry A. Nelson, D. D., Geneva; Prof. Samuel G. Williams, Ph. D., Cleveland, O.; Rev. Charles E. Knox, D. D., Bloomfield, N. J.

Tompkins Prizes in Mathematics.

1. Geo. Webster Kimberley, Augusta. 2. Louis Boisot, Jr., Dubuque, Iowa.

Committee of Award: Prof. C. H. F. Peters, Ph. D., Hamilton College; Prof. Jermain G. Porter, A. M., Hamilton College.

Curran Medals in Greek and Latin.

1. Jacob Streibert, Jr., Albany. 2. Louis Boisot, Jr., Dubuque, Iowa.

Committee of Award: Prof. James Bradstreet Greenough, A. M., Harvard University; Prof. John Williams White, A. M., Harvard University.

Hawley Scholarship Medals.

George Hodges, Rome. Charles Sumner Hoyt, Auburn. George Webster Kimberley, Augusta. Frank Foster Laird, Stittville.
Committee of Award: The Faculty of the college.

Southworth Prizes in Physics.

1. Louis Boisot, Jr., Dubuque, Iowa. 2. George Webster Kimberley, Augusta.
Committee of Award: The Faculty of the college.

Prizes in English Essays.

Class of 1877: "Buffon's Definition of Style, as Illustrated in English Literature," Harry Wirt Cockerill, Glasgow, Mo. "The Currency Question," Louis Boisot, Jr., Dubuque, Iowa.

Class of 1878: "Dickens as a Delineator of Eccentric Character," Clarence Francis Parsons, Clinton. "James Russell Lowell's Place among American Poets," William Lorenzo Parsons, Clinton.

Class of 1879: "The Search for Sir John Franklin," Theodore Hand Allen, Utica. "American Generalship in the American Revolution," Charles Seymour Hastings, Rochester.

Committees of Award: Hon. Theodore W. Dwight, LL. D., New York; Rev. Thomas S. Hastings, D. D., New York; Daniel W. Gillette, A. M., New York. Hon. George W. Clinton, LL. D., Buffalo; Rev. David R. Frazer, Buffalo; Franklin D. Locke, A. M., Buffalo.

Kingsley Prizes in Elocution.

Class of 1877: 1. George Griffith, Clinton. 2. Elia Stephen Yovchoff, Sleeven, Bulgaria.

Class of 1878: 1. James Alton Davis, Scranton, Pa. 2. James McLachlan, Jr., Groton.

Class of 1879: 1. Charles Mervin Parkhurst, North Bridgewater. 2. Theodore Hand Allen, Utica.

Committee of Award: Rev. Henry Kendall, D. D., New York; Col. Edwin L. Buttrick, A. M., Ceredo, W. Va., Prof. John J. Lewis, Madison University.

Twenty-first Curran Prize Examination.

The following is a copy of the scheme for the twenty-first Curran prize examination, held March 23, 1876, with competitors from the junior class:

I.

Translate the following sentences:

§ 1. τὰ δ' ἄλλα σιγῶ· βοῦς ἐπὶ γλώσση μέλας
βέβηκεν· οἶκός δ' αὐτὸς, εἰ φθογγὴν λάβοι,
σαφέστατ' ἂν λέξειεν· ὥς ἐχὼν ἐγὼ
μαθοῦσι αὐδῶ, κοῦ μαθοῦσι λήθομαι.

§ 2. βιᾶται δ' ἅ τάλαινα πειθῶ,
προβουλόπαις ἄφερτος ἄτας.
ἄχος δὲ παμμάταιον· οὐκ ἐκρύφθη,
πρέπει δὲ, φῶς αἰνολαμπές, σίνος.
χακοῦ δὲ χαλκοῦ τρόπον,
τρίβῳ τε καὶ προσβολαῖς
μελαμπαγῆς πέλει
δικαιωθείς, ἐπεὶ
διώκει παῖς ποτανὸν ὄρνιν,
πόλει πρόστριμμ' ἄφερτον ἐνθεις.

§ 3. Δίκα δὲ λάμπει μὲν ἐν δυσχάπνοις δώμασιν,
δύναμιν οὐ σέβουσα πλούτου παράσημον αἶνψ.

§ 4. Give metrical schemes for section 2 and section 3.

§ 5. Make out a tabular statement of the money coined at Athens, with the value of each coin expressed in federal currency, and the metal used in the coining. Add a sketch of the history of Greek coinage.

§ 6. Explain the metaphors in “*Βοῦς — βέβηκεν*” and “*παράσημον αἶνψ.*”

II.

§ 1. Copy the following after the Alexandrian method, with accents:

ΦΙΛΕΙΔΕΤΙΚΤΕΙΝΥΒΡΙΣΜΕΝΗΛΑΛΙΑΝΕΑΖΟΥΣΑΝΕΝ
ΚΑΚΟΙΣΒΡΟΤΩΝΥΒΡΙΝΤΟΤΗΤΟΘΟΤΕΤΟΚΥΡΙΟΝΜΟΛ
ΗΔΑΙΜΟΝΑΤΑΜΑΧΟΝΑΠΟΛΕΜΟΝΑΝΙΕΡΟΝΘΡΑΣΘΣ
ΜΕΛΑΙΝΑΜΕΛΑΘΡΟΙΣΙΝΑΤΑΕΙΔΟΜΕΝΑΤΟΚΕΥΣΙΝ

§ 2. Translate the above.

§ 3. Add a metrical scheme.

§ 4. What has Sophocles to say of *ΥΒΡΙΣ* in the Oedipus Tyrannus?

III.

Translate the following extracts, and explain the different signification of the words underscored in each couplet of sentences:

- § 1. μέγαν δὲ πανδὸν ἐκ νήσου τρίτον
Ἄθων αἶπος Ζηνὸς ἐξεδέξατο,
ὑπερτελής τε, πόντον ὥστε † νωτίσαι.
- § 2. Ἄρεά τε τὸν μαλερόν,
ὃς νῦν ἀχαλκος ἀσπίδων
φλέγει με περιβόατος ἀντιάζων,
παλίσσυτον δράμημά νωτίσαι
πάτρας † ἄπουρον εἴτ' ἐς μέγαν
θάλαμον Ἀμφιτρίτας,
εἴτ' ἐς τὸν ἀπόξενον δρμον
θρήχιον κλύδωνα.
- § 3. † τέλει γὰρ εἴ τι νύξ ἀφῆ, τοῦτ' ἐπ' ἡμαρ ἔρχεται.
- § 4. φεῦ φεῦ, φρονεῖν ὥς δεινὸν ἔνθα μὴ τέλη
λύη φρονοῦντι.
- § 5. πόλεα δ' † ἔσχ' ἐν Ἀγκάλαις
νεοτρόφου τεχνου δίκαν,
φαιδρωπὸς ποτὶ χεῖρα, σαίνων τε γαστρὸς ἀνάγκαις.
- § 6. ὅστις δ' ἀγαθὸς προβατογνώμων,
οὐχ ἔστι λαθεῖν ὄμματα φωτὸς
τὰ δοκοῦντ' εὐφρονος ἐκ διανοίας
ὕδαρ εἰ σαίνειν φιλότῃτι.
- § 7. Διὸς πλαγὰν ἔχουσιν εἰπεῖν·
πάρεστι τοῦτό γ' ἐξιχνεῦσαι.
† ἐπραξαν ὥς ἔκρανεν.
- § 8. Ἴλιφ δὲ κῆδος ὀρθάνυμον τελεσσίφρων
Μῆνις ἤλασέ, τραπέζας ἀτίμωσιν ὑστέρω χρόνῳ
Καὶ ξυνεστίου Διὸς
Πρασσομένα τὸ νυμφότιμον μέλος ἐκφάτως τίοντας.

§ 9. Give different readings for the words that are obelized, and translate appropriately.

§ 10. Explain the syntax of δραμημα — εἰπεῖν — ἀτίμωσιν.

§ 11. Select proclitics and enclitics from the foregoing sentences, and in each case state the law that determines the treatment of its accent.

IV.

§ 1. Analyze as many of the derivatives in the foregoing extracts as contain roots for English words, giving the English words so derived.

§ 2. Give the derivation of some of the proper names in the *Ion* and the *Oedipus Tyrannus*.

§ 3. Trace back to its Greek root each of the following words: (a) colon; (b) church; (c) choir; (d) cynic; (e) evangelism; (f) panegyric; (g) pomp; (h) sarcasm.

V.

State the rules of syntax for double negatives and cognate negatives, and illustrate each rule with a Greek sentence.

VI.

Give some samples of English verse that seem to follow the same law of accent found in the foregoing extracts.

VII.

§ 1. Describe the interior of the Theater of Bacchus, with special reference to its arrangements for the audience, the orchestra, and the stage.

§ 2. Translate the following sentences, and indicate the circumstances which may have suggested them:

τά δ' ἄλλα, πρὸς πόλιν τε καὶ θεοὺς,
Κοινὸς ἀγῶνας θέντες ἐν πανηγύρει,
Βουλευσόμεσθα· καὶ τὸ μὲν καλῶς ἔχον,
Ὅπως χρονίζον εὖ μενεῖ, βουλευτέον·

§ 3. εἰ γὰρ αἱ τοιαῖδε πράξεις τίμιαί,
τί δεῖ με χορεύειν;

§ 4. Explain the rhythmical and dialectic difference between the dialogue and the chorus of a Greek tragedy.

§ 5. Describe the characteristics of Aeschylus and Sophocles as dramatic authors.

VIII.

Illustrate the archaisms, and the orthographic peculiarities of the language.

IX.

Translate the following lines: give an analysis of the syntax, and the syntax of the words italicized.

1. Hūc ego *dūc* nomén *Trinummo* fáciō: nam ego operám mea
Tribus nummis hodie locavi ad ártis nugatórias.
2. Sī únumquidquid singillatim et plácide percontábere,
Et meum nomen ét mea facta et ítinera ego *faciō scias*.
Vérum nos homínculi,
3. Scintillula animae, quám quom extemplo emísimus,
Aequó mendicus átque ille opulentíssimus
Censétur censu ad Acheruntē mórtuoua.

X.

Give the names and the valuation of the coins mentioned in the "Trinummus."

XI.

Compare or distinguish the following words:

1.	Proelium	Bellum	Pugna	Rixa	Certamen
2.	Delubrum	Templum	Fanum	Sacellum	Adytum
3.	Sanguis	Cruor	Sanies		
4.	Inuius	Devius	Avius	Pervius	

XII.

Write out the lines beginning "Da me hoc," etc.: add an analysis of the scanning, and explain any compound or peculiar forms.

XIII.

Criticise the following notes in Harrington's edition of the "Trinummus," and translate the lines.

1. Si in rem tuam,
Lesbonice, esse videatur, gloriae aut famae, sinam.
" *Gloriae* aut *famae*, are the expression of the *in rem*, and are appositives of the implied genitive in *tuam*."
2. Itan tandem hanc majores famam tradiderunt tibi tui,
Ut virtute eorum anteperta per flagitium perderes
Atque honori posterorum tuorum ut vindex fieres?
" *Ut vindex*. That you might become the hangman, for the honor of your posterity, i. e. might destroy it."
3. Pernovi equidem, Lesbonice, ingenium tuum ingenuum ad modum.
"Connect *ad modum* with *pernovi*."
4. Minus quadraginta accepistine a Callicle
Et ille aedis mancipio apud te accepit?
" *Mancipio*—by assignment."

XIV.

Translate the following lines and formulate the scanning.

PH. Quo illic homo foras se penetravit ex aedibus?

LU. Pater, adsum: impera quidvis, neque erit mora in me

Nec latebrose me apud tuo conspectu occultabo.

PH. Feceris par tuis factis id ceteris

Parque pietati, tuum si patrem percoles,

Nolo ego cum improbis te viris, gnate mi,

Neque in via neque in foro malum ullum sermonem exequi.

Novi ego hoc saeculum, moribus quibus slet:

Malus bonum malum esse vult, similis ut sit sui:

Turbant, miscent mores mali, rapax avarus, invidus:

Sacrum profanum, publicum privatum habent, hiulca gens.

XV.

What evidence of a Greek original appears in the "Trinu

XVI.

Translate and explain the construction or composition of italicized.

1. Praemonstro tibi
Ut ita *te aliorum* miserescat, ne *tis alios* misereat.
2. Pol ego emi atque argentum dedi: set si non *dicto*
Audiens est, quid ago?
3. SE. Quid factumst eo?
ST. *Comestum*, expotum, exunctum, elutum in balneis:
Piscator, pistor apstulit, lanii, coqui.
Holitores, muropolae, aucupes: confit cito:
Non hercle minus evorsi sunt nummi cito,
Quam si formicis tu *obicias papaverem*.

Give derivation of the following words:

- | | | | |
|----|--------------|--------------|------|
| 1. | Collicrepida | Cruricrepida | Fenn |
| | Thermopolium | Famigeratio | |

9. MATHEMATICAL PROBLEMS FOR 1875-76.

1. Two tangents are drawn to the same parabola; one of an x at an angle of sixty degrees, the other at an angle of 30° degrees. Required the co-ordinates of the point of intersection of the tangents in terms of the parameter of the parabola.
2. A straight line is drawn through the middle points of the major and semi-minor axes of a given ellipse. Where will this line intersect the ellipse?
3. The pole of a spiral of Archimedes is taken at the corner of a given square, A, B, C, D. The curve passes through the middle point of the diagonal of the square, and also through the corner D of the square. Where will the spiral cut the diagonal a second time?
4. Required the equation of that tangent to the cycloid which cuts the axis of x at an angle of forty-five degrees.
5. A tangent to a given ellipse is so drawn, that the part intercepted by the axis of x and y shall be a minimum. Required the equation of the tangent and the length of the part intercepted.
6. Required the integral of $\frac{64x}{1+4x^2}$ between the limits $x=0$ and $x=1$.
7. The subtangent of a curve is equal to $\frac{a}{(a^2+y^2)^{\frac{1}{2}}}$. Required the area of the curve between the limits $y=0$ and $y=a$.
8. The curve whose equation is $y^2 + x^2 = r^2$ revolves around the x -axis. Required the surface of the solid described.

9. The curve whose equation is $xy^2 + ax^2 = a^3$ revolves around the axis of x . Required the volume of the solid described.

10. The curve whose equation is $(y-x)^2 = a^2 - x^2$ revolves around the axis of x . Required the volume of the solid described, between the limits $y=0$ and $y=a$.

10. EXAMINATIONS.

In addition to the special contests for prizes, four regular examinations were held during the year, that were open to the public; one at the close of each term, and one for the Senior class during the first week in June. Each student was required to pass an examination on all the studies of his class, and sessions were held at the opening of each term for hearing delinquents.

11. MODE OF INSTRUCTION.

In most of the studies, recitations were made from approved textbooks, with familiar explanations and criticisms by the instructor. Textbooks were excluded from the class-room during the hours of recitation and examination in all cases where the nature of the study would permit it. In mathematical, philosophical, scientific and classical studies, the blackboard was in daily use.

12. DISCIPLINE.

Particulars, under the head of "Discipline," will be found by referring to chapter 10 of the published laws of the college. A written excuse is required for each absence from duty, unless the excuse is rendered in advance. Five unexcused absences are followed by an admonition, and ten by a warning, with a letter to the parent or guardian. Six warnings bring a suspension. A student whose standing is below five, on the scale of ten, is not allowed to appear as a speaker on Commencement day.

13. GRATUITOUS AID.

It is provided by a resolution of the trustees, that where the student's circumstances render it necessary, his bills for tuition may be remitted, provided he proves himself a worthy member of college and completes the undergraduate course. Under this provision, the tuition bills of about thirty students are annually remitted. Twenty-three permanent scholarships have been donated to the college, which yield to their occupants enough to pay the ordinary term bills. The Baldwin scholarship fund is used for the same purpose.

14. STATUTES AND BY-LAWS.

The laws of the college have been recently revised, and a copy will be forwarded as soon as they are published.

15. DESCRIPTION AND VALUE OF COLLEGE GROUNDS, BUILDINGS, AND MOVABLE PROPERTY.

The college grounds contain about forty acres of well improved land, ornamented with trees, shrubs and flowers, and made accessible in every part by graveled drives and walks. Special attention is given by the curators of the grounds to their improvement, and it is a plan to show specimens of every tree and shrub supposed to grow in the climate of central New York. Already this collection includes over 200 varieties of deciduous trees, sixty of evergreens, and many shrubs of this description, and the number is annually increasing. A full catalogue of these trees and shrubs will be found in the report for the current year.

The principal college buildings are as follows :

1. Three stone buildings, each four stories high and forty feet wide by ninety-eight feet long, for study, lodging and recitation. The buildings are called Hungerford hall or South college, Keeler hall or middle college, and Dexter hall or North college. Hungerford hall has undergone a thorough repair, is modernized within and has been in use since September, 1874. It is now called "Hungerford hall," in honor of John N. Hungerford, Esq., who has given to the college \$10,000, to be expended in making improvements.

2. A stone chapel, three stories high and fifty-one feet wide by one foot long, with lecture and recitation rooms.

3. A boarding-house.

4. A hall for collections of mineralogy, geology and natural history. It is the intention thoroughly to repair and greatly to improve the building during the next season. A new roof with towers, new doors and windows, with a modern lecture room and new furniture and apparatus for the collections in natural history, are among the contemplated improvements; and after its completion the building will be known as the "Hall of natural history," Hon. James Knox, formerly of Utica and recently of Knoxville, Illinois, having given to the college the money to make these improvements and aid in endowing the department.

5. A gymnasium.

6. A chemical laboratory. This building, a few years since, was entirely remodeled and renovated, and furnished with a large amount of new and valuable fixtures and apparatus, under the direction of Prof. E. W. Root, the Childs-professor of agricultural chemistry. Since that time it has been still further improved by Prof. J. H. Chester, the present incumbent.

7. An astronomical observatory. This building has been recently repaired in every part, and in several respects much improved.

During the past year an addition has been made, containing working rooms and two revolving towers, in which new instruments have been mounted.

8. A library hall, which is completed, and is now in use. The alumni and friends of the college in the west have mainly furnished the funds for this building. It has cost about \$50,000, and, after the name of one of the principal donors, is called the "Perry H. Smith library hall."

9. A president's house, which, with the grounds attached thereto, recently purchased, has cost \$25,000. The house is completed, and occupied by the president and his family.

The real estate of the college is valued at.....	\$200,000 00
The miscellaneous library.....	20,000 00
The Noyes library.....	50,000 00
Apparatus in chemical department.....	5,000 00.
Apparatus in philosophical department.....	5,000 00
Instruments in astronomical department.....	20,000 00
Cabinet and natural history collections.....	20,000 00
	<hr/>
	\$320,000 00
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Reference is made to the reports of previous years for a more detailed statement respecting the property mentioned in this article.

16. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

The other property of the college consists of its fixed funds, which are classified as follows:

Maynard fund.....	\$28,300 00
Walcott fund.....	30,000 00
Benjamin and Bates fund.....	25,000 00
Kingsley fund.....	20,000 00
Robinson fund	17,455 00
Albert Barnes fund.....	23,650 00
Litchfield fund.....	30,000 00
S. D. Childs fund.....	25,000 00
Mrs. R. Childs fund.....	30,000 00
Other funds.....	62,859 48
	<hr/>
	\$292,264 48
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The alumni of the college have resolved to raise a fund of \$100,000, the income of which is to be devoted to any objects and expenses of the institution not otherwise provided for, and over \$25,000 have already been subscribed, and a large part of this amount has been paid in and invested.

These funds are securely invested, and mainly in bonds and the principal is inviolate, and the annual income is devoted to the payment of the salaries of the officers and the ordinary expenses of the college.

At the present time, twenty-three scholarships, of \$1,000 each, have been founded and endowed by friends of the college, the income of which is mainly appropriated to the assistance of meritorious students.

The college has also a general fund, of which the nominal value is about \$25,000.

This is made up of accounts, notes, and judgments; only the balance is regarded as available, and whatever is realized from it is applied to the payment of the current expenses of the college.

Separate foundations for prizes have also been established, and are designated as follows:

The Clark prizes in rhetoric.....	
The Underwood prizes in chemistry.....	
The Curran medals in classics.....	
The Pruyn medal on the duties of educated young men to the State.....	
The Hawley medals in the classics.....	
The Head prize on Alexander Hamilton.....	
The Kingsley prizes in elocution.....	
The Kingsley prizes in extemporaneous debate.....	
The Kellogg prize for Commencement.....	
The Tompkins prizes in mathematics.....	
The Kirkland prize in biblical scholarship.....	
The Southworth prize in natural history.....	

An effort is now in progress for the more complete endowment of the college and its different departments, including its library, and to increase the funds for aiding students, and considerable progress has been made in this direction.

17. REVENUE.

This item appears under the head of income and expenditures.

18. DEBTS.

The total indebtedness of the college at the date of July 1, 1878, was \$1,672.78, and this amount covers all debts due from the college in every description, including the overdraft upon the treasury.

expenditures attending the erection of the library hall and the president's house; all of which have been liquidated.

19. INCOME AND EXPENDITURES.

The receipts of current funds during the past year have been as follows:

1. General fund.....	\$590 62
2. Interest of permanent fund.....	18,230 11
3. Term bills.....	5,856 17
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Ordinary income.....	\$24,676 90
4. Special income.....	2,098 10
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\$26,775 00	
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The disbursements of current funds for the same period have been as follows:

1. Officers' salaries.....	\$21,700 00
2. Repairs and improvements.....	2,476 38
3. Term expenses.....	1,023 02
4. Commencement expenses.....	769 84
5. Prizes.....	563 50
6. Miscellaneous expenses.....	1,119 23
7. Chemical department.....	289 21
8. Philosophical department.....	194 60
9. Natural history department.....	32 75
10. Library.....	12 07
11. Interest.....	6,993 63
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\$35,254 23	
Deduct receipts as above.....	26,775 00
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Overdraft.....	\$8,479 23
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All of which is respectfully submitted, in accordance with a standing resolution of the board of trustees, authorizing the annual report to the Regents to be made by the president of the college and secretary of the board.

Dated HAMILTON COLLEGE, *December* 30, 1876.

SAMUEL G. BROWN,

President.

O. S. WILLIAMS,

Secretary.

IV. HOBART COLLEGE, GENEVA, ONTARIO C.

To the Regents of the University of the State of New York.

The trustees of Hobart College, in compliance with a resolution of the Regents of the University of the State of New York, submit the following report for the last collegiate year, ending on the 22d day of June, 1876, being the day of the annual Commencement, containing a just and true statement of facts showing the condition of said college during and at the close of the year, in respect to the several subject-matters following; to wit:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in Hobart College during the past college year, as established by the board of trustees, were the following:

Startin-Professorship of the Evidences of Christianity. Professorship of Christian Ethics. Hobart-Professorship of English Language and Literature. Horace-White-Professorship of Elocution. Prendergast-Professorship of Astronomy and Philosophy. Professorship of Intellectual Philosophy. Professorship of Greek Language and Literature. Professorship of Mathematics. Professorship of Civil Engineering. Professorship of Chemistry. Professorship of English Language and Literature. Professorship of Modern

2. VISITORS OF THE COLLEGE.

The Right Reverend the Bishop of New York, Horatio N. Johnson, LL. D., D. C. L., Oxon.

The Right Reverend the Bishop of Western New York, John D. Coxe, D. D., LL. D.

The Right Reverend the Bishop of Central New York, John H. Huntington, D. D.

The Right Reverend the Bishop of Long Island, Abraham J. Littlejohn, D. D.

The Right Reverend the Bishop of Albany, William Croft, D. D.

The Reverend the Rector of Trinity Church, New York, John Dix, S. T. D.

3. TRUSTEES.

As classified with the dates of their first election.

Ex-officio. The Rt. Rev. the Bishop of Western New York, John D. Coxe, D. D.

Ex-officio. The Rev. the President of the college.

1877.	Thomas Fatzinger, Esq.	1873
	The Hon. George F. Comstock, M. A., LL. D.	1869
	Alexander L. Chew, Esq.	1868
	John H. Swift, Esq.	1856
1878.	The Rev. Walter Ayrault, D. D.	1860
	The Hon. Andrew D. White, M. A., LL. D.	1866
	Samuel G. Cornell, Esq.	1864
	The Rt. Rev. William Crosswell Doane, D. D.	1870
1879.	The Rt. Rev. Frederic Dan Huntington, D. D.	1869
	The Hon. De Witt Parshall.	1872
	Robert P. Wilson, Esq.	1876
	The Hon. Stephen Hallett Hammond, M. D.	1874
1880.	The Rev. William Shelton, D. D.	1843
	The Rev. Henry Roswell Lockwood, M. A.	1876
	William B. Douglass, Esq.	1856
	William Steuben De Zeng, Esq.	1825
1881.	The Rev. Morgan Dix, S. T. D.	1863
	David Saxton Hall, Esq., Secretary	1851
	Samuel Russell Welles, M. A., M. D.	1876
	Arthur Patrick Rose, M. A.	1871

Edgar H. Hurd, Esq., treasurer of the college and trustee of professorship and scholarship funds.

4. OFFICERS OF INSTRUCTION AND GOVERNMENT.

The Rev. William Stevens Perry, D. D., LL. D., President, Trinity-Professor of Christian Ethics, Startin-Professor of the Evidences of Christianity, and acting Professor of Intellectual Philosophy.

John Towler, M. A., M. D., Professor of Civil Engineering, and of Chemistry, and acting Professor of Mathematics and of Modern Languages.

Hamilton L. Smith, M. A., LL. D., Prendergast-Professor of Astronomy and Natural Philosophy.

Joseph H. McDaniels, M. A., Professor of the Greek Language and Literature.

Francis Philip Nash, M. A., LL. B., Hobart-Professor of the Latin Language and Literature (resigned, January, 1876, and succeeded, April, 1876, by ———).

The Rev. George F. Siegmund, M. A., Hobart-Professor of the Latin Language and Literature.

Charles D. Vail, M. A., Adjunct Horace-White-Professor of Rhetoric

and Elocution, and of the English Language and Literature, and Librarian.

The Rev. Walter Ayrault, D. D., Chaplain and Pastor on the Swift Foundation.

5. NUMBER AND CLASSIFICATION OF STUDENTS.

Whole number in attendance during the year in the academic department	38
Seniors	14
Juniors	6
Sophomores	8
Freshmen	6
In special courses	4

Graduates in the academic department at the Commencement, June 22, 1876:

Bachelors of arts	7
Bachelors of science	4
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	11
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6. COMMENCEMENT EXERCISES.

The following were the exercises of Commencement week :

Sunday, June 18.

- 9.00 A. M. Early sacrament at St John's (College) Chapel.
- 10.30 A. M. (Trinity Church.) The De Lancey Missionary Sermon, by the Rt. Rev. William E. McLaren, S. T. D., Bishop of Illinois.
- 7.30 P. M. (Trinity Church.) Baccalaureate Sermon, by the Rev. Morgan Dix, S. T. D., Rector of Trinity Church, New York city.

Monday, June 19.

- 8.00 P. M. (Linden Hall.) Annual Oration before the Phi Beta Kappa of Hobart College, by the Rev. John Cotton Smith, S. T. D., Rector of the Church of the Ascension, New York city.

Tuesday, June 20.

- 9.00 A. M. Examination of Candidates for Admission, at the President's office.
- 5.00 P. M. (Philosophical room.) Annual Meeting of the Zeta chapter of the Phi Beta Kappa of New York.

Wednesday, June 21.

- 10.00 A. M. (Linden Hall.) White Rhetorical Prize Orations
- 3.00 P. M. (Philosophical room.) Annual Meeting of the Associate Alumni.
- 4.00 P. M. (Philosophical room.) Election of a Trustee by the Alumni.
- 8.00 P. M. (Linden Hall.) Concert under the auspices of the Class of 1876, by the Forty-ninth Regiment Band of Auburn, N. Y.

Thursday, June 22.

- 9.00 A. M. Morning Prayer in St. John's (College) Chapel.
 10.00 A. M. (Linden Hall.) Commencement.
 2.00 P. M. Collation. Address before the Associate Alumni, by the Rev. William A. Matson, S. T. D., of the Class of 1843.
 8.00 P. M. President's Reception, at Trinity Church Rectory.
 10.00 P. M. Farewell Reception of the Class of 1876, at Linden Hall.

The following was the order of exercises at the Commencement, June 22, 1876, the semi-centennial of the first annual Commencement, 1826, at which a class was graduated :

ORDER OF EXERCISES.

- MUSIC — OVERTURE.....*Till.*
 PRAYER.....By the Reverend Chaplain.
 MUSIC — Aria from Opera "Mazza".....*Meyerbeer.*
 SALUTATORY ORATION — "Seventy-Six".....William Wilson.
 ORATION — Statesmanship of the First Chief Justice.....George Kerr Roberts.
 ORATION — "Hobart," Past, Present and Future.....C. C. Van Deventer.*
 MUSIC — Artillerie Polka.....*Hausmann.*
 ORATION — Harold.....Gerrit Smith.
 ORATION — The Influence of the Reformation on Civil
 Liberty.....George Forbes Kelley.*
 PHILOSOPHICAL ORATION — The Secret of Success.
 Charles Arthur Cummings.
 MUSIC — Capriccio, Clarionetto Obligato.....*Svobodo.*
 ORATION — La Fayette.....Thomas Hillhouse Chew.
 ORATION — Cromwell at Drogheda.....Charles Kelsey Scoon.
 ORATION — Influence of the Monastic System on Literature
 and Civilization.....Charles Henry Hibbard.*
 MUSIC, OVERTURE — "Stradella".....*Flotow.*
 VALEDICTORY ORATION — The Minstrel.Herbert Morison Clark.
 MUSIC — Song without Words.....*Curth.*

AWARDING OF PRIZES.

- MUSIC — Im Strudel Galop.....*Faust.*

CONFERRING OF DEGREES.

- MUSIC, AMERICA — "My Country 'tis of Thee."
 BENEDICTION.....By the Right Reverend, the Bishop of Western New York.
 MUSIC, MARCH — Through Woods and Fields.....*Herrman.*

The following honorary degrees were conferred by the president:

DOCTOR OF LAWS.

Professor Edward Coppee Mitchell, M. A. (University of Pennsylvania), Dean of the Law School of the University of Pennsylvania.

DOCTOR OF SACRED THEOLOGY.

The Rev. William J. Seabury, M. A. (Columbia College), professor of Canon Law in the General Theological Seminary, New York city.

The Rev. Charles R. Hale, M. A. (University of Pennsylvania), Incumbent Chaplain of the Bishop of Maryland, and Rector of St. Mary-the-Virgin, Baltimore, Maryland.

The Rev. George Worthington, M. A. (Hobart College), Rector of St. John's church, Detroit, Michigan.

The Rev. Eaton W. Maxcey, M. A. (Brown University), Rector of St. John's church, Bridgeport, Connecticut.

MASTER OF ARTS, *honoris causa*.

The Rev. George Stuart Baker, Rector of St. James' church, New York.

Mr. Charles W. Brown, Oxford, New York.

7. COLLEGE TERMS, 1875-6.

Trinity term, September 2 to December 23, 1875, fifteen weeks.

Epiphany term, January 13, 1876, to April thirteen, thirty weeks.

Easter term, April twenty to June twenty-two, ten weeks.

College Calendar, 1876-77.

1876.

Sept. 7, Thursday, Trinity term begins.
Dec. 18, Monday, term examinations begin.
20, Wednesday, Sophomore prize exhibition.
21, Thursday, Christmas vacation begins.

1877.

Jan. 11, Thursday, Epiphany term begins.
16, Tuesday, meeting of trustees.
Feb. 14, Ash Wednesday.
22, Washington's birthday.
March 30, Good Friday.
April 1, Easter day.
2, Easter Monday, Easter term begins; Easter week.
10, Tuesday, Junior prize exhibition.
May 10, Ascension day.
31, Thursday, Senior examinations begin.
June 7, Thursday, Phi Beta Kappa election.

Wednesday, annual examinations begin.
 Fourth Sunday after Trinity, A. M., DeLancey missionary sermon; P. M., Baccalaureate sermon.
 Friday, oration before the Phi Beta Kappa.
 Saturday, meeting of trustees, examination of candidates for admission.
 Wednesday, A. M., orations for the White medal, examinations for prizes; P. M., annual meeting of the alumni, election of trustee by the alumni.
 Thursday, Commencement day; summer vacation begins.
 Wednesday, examination of candidates for admission.
 Thursday, Trinity term (1877-78) begins.
 Friday, term examinations begin.
 Wednesday, Sophomore's prize exhibition.
 Thursday, Christmas vacation begins.

ACCOMPLISHED IN THE DIFFERENT DEPARTMENTS DURING THE YEAR.

Language and Literature, Professors Nash and Siegmund.

There is a great reason for regret in view of the loss it has sustained in the resignation of the late Hobart-professor, Francis M. A., LL.B., whose profound scholarship, added to wide and enthusiastic devotion to the duties of his chair, rendered him an efficient instructor, and secured for him the regard of every student. The chair thus vacated at the beginning of the year was filled by the appointment of the Rev. George F. Siegmund, President of the universities of Halle and Berlin, and well known as a teacher of unusual power.

The Senior class read, during Trinity term — which alone is assigned for the study of Latin — Cicero, *De natura deorum*. In the exercises of this term special attention was given to the philosophical argument of the treatise, and the readings of the first and second part were therefore given as parallel lessons. Two of the Seniors joined, during the year, the Junior class, in the study of the Germania of Tacitus. The list of recitations was as follows: Trinity term, 25; Epiphany term, 24.

The Junior class read, during the year, the first book of the Annals of Tacitus, together with the Satires of Juvenal. The method of studying and practicing the language was the same in the two lower classes to which reference will shortly be made, however, to a more advanced scholarship.

The distribution of the various branches of the Indo-European languages over the continent of Europe, especially the boundaries of the various nations of Europe at the time of Tacitus, were examined in connection with the study of the "Germania."

Number of recitations: Trinity term, 25; Epiphany term, 54.

The Sophomore class read, during the year, first, the Odes and Epodes of Horace, with Carmen Seculare; and, second, the Ars Poetica. The study of prosody was combined with the study of the poet. Latin prose composition, and interpretation of the poet. Latin prose composition, principal as the exercise of the Freshman class, accompanied the study of the poet.

Number of recitations: Trinity term, 63; Epiphany term, 76.

The Freshman class read, during the year, Cicero de Senectute, the twenty-first and twenty-second books of Livy. The class also read the first part of Allen and Greenough's Latin grammar, recitations in Latin syntax, in connection with the readings from Livy. The class wrote a series of exercises, for which the vocabulary and technical material were drawn from the authors, translated and recited during the term.

Further instruction was imparted to the classes, respectively, by Professors Nash and Smith.

2. *Greek Language and Literature, Professor McDowell.*

The Seniors read the Phaedo of Plato and the Birds of Aristophanes during the latter half of the year. The number of recitations was five. Instruction was given by readings and lectures.

The Juniors read Demosthenes on the Crown and the Speeches of Socrates, and practiced Greek prose composition. They read the first half of the eleventh volume of Grote's History of Greece in connection with Demosthenes. The number of recitations during the year was fifty-two.

The Sophomores read Herodotus, Mather's Selections, the Oedipus Rex of Euripides, the Oedipus Rex — 1,100 lines. They wrote Greek composition, and practiced reading at sight, and the acting of the plays just mentioned. They recited five times a week during the weeks following the Easter recess. The whole number of recitations was 115.

The Freshmen read four books of the Odyssey and four of the Lysias; reviewed Hadley's and Goodwin's grammars, and practiced the writing of Greek prose. They also read portions of the New Testament in Greek once a week. The number of recitations was 115 throughout the year. The whole number of recitations was 115.

3. *Department of Mathematics, Professors Towler and Smith.*

During Trinity term the Sophomores recited fifty-one times to Professor Towler in trigonometry, — plane and spherical; mensuration and surveying. During the Epiphany and Easter terms the same class had forty-six recitations in analytical geometry, and thirty-six in the calculus, differential and integral.

The Freshmen had fifty-one recitations in algebra during Trinity term. During the Epiphany and Easter terms the Freshmen recited to Professor Smith four times each week in Loomis' Geometry and Conic Sections, with reviews and examinations.

4. *Department of Natural Sciences, Professor Smith.*

During Trinity term the Seniors had three recitations and lectures each week in practical astronomy (Loomis'), with exercises in the use of instruments at the observatory. During Epiphany term the study of geology (Dana's) was pursued, there being three recitations each week with occasional lectures. The same number of recitations, with lectures, was devoted to meteorology (Loomis') during Easter term. Reviews of the work done in each case, and examinations, were duly had.

With the Juniors, during Trinity term, Ganot's Physics was studied, there being five recitations each week, with occasional lectures and experimental illustrations. Optics, electricity and magnetism were studied during Epiphany term, there being three recitations each week with lectures and experiments. In Easter term the same number of recitations was devoted to celestial mechanics (Loomis' Astronomy). Examinations with preliminary reviews were, in each case, duly had.

5. *Department of Evidences and Ethics, President Van Rensselaer, Professors Smith and McDaniels, and the Chaplain.*

No report having been submitted to the trustees by the late president with reference to work done in the departments of ethics, evidences and intellectual philosophy, attached to the presidential chair, reference should be had to previous reports presented to the Regents, the usual course of instruction in these departments having been in the main carried out by the late president and by the gentlemen mentioned above.

During Trinity term the Seniors studied Butler's Analogy; the Juniors attended lectures on the Evidences; the Sophomores had recitations and lectures (Professor Smith) on natural theology, using Paley as a text-book; and the Freshmen (Professor McDaniels) studied portions of the New Testament in Greek.

The same course of instruction in these several departments was pursued during the Epiphany and Easter terms.

6. *Department of Mental Science.*

Of the work done with the Seniors (President Van Rensselaer was no report rendered to the trustees.

The Adjunct-Horace-White-Professor of rhetoric, etc. (Vail), read with.

The Juniors. — (1) McCosh's Logic; (2) Fowler's Induction. He had in this department eighty-one recitations and two exercises.

7. *Department of Modern Languages, Professor Tappan.*

During Trinity term the Seniors had fifty-one recitations in French language, and thirty in the Epiphany and Easter terms. In each recitation they were required to commit to memory a page or more of French, equal and idiomatic phrases and an irregular verb, also to write a page of French exercise and to translate a page of French into English.

The Juniors had sixty-six recitations in German during Trinity and Easter terms, pursuing the same system in this language as the Seniors did in French.

8. *Department of Rhetoric and Elocution, and of the English Language and Literature, Adjunct-Professor Vail.*

Two hundred and sixty-five recitations and forty-four exercises were held during the year.

In rhetoric and elocution the Freshmen read Part I of Blair's Composition and Rhetoric, and the definitions in Mitchell's Elocution.

The Sophomores read the second part of Bain's English Composition and Rhetoric, and the whole of Whately's Rhetoric, except the last chapter. In both classes lectures were given on the theory and practice of composition, reading and gesture.

The praxis in these classes has embraced compositions, readings and exercises. In the Freshman class there has been a special preparation for the public reading in the competition for the Freshman Prize. In the Sophomore class, a special preparation for a Sophomore Prize.

The Junior and Senior classes have had, during the year, original orations, essays and dramatic readings.

In the department of English Language and Literature, the Freshmen have read the first half and the Sophomores the second half of Morris' First Steps in English Literature, and have read and criticised selections from some of the leading English authors.

The Juniors have read (1) Hadley's Brief History of English Language, supplemented by instruction from Morris' recent work, and the Prologue to the Canterbury Tales (Carpenter's English

Century), supplemented by readings from Professor Morley's English writers; (3) book I of Spenser's *Faerie Queen*, supplemented by readings from Professor Morley's *Brief Sketch of English Literature*; (4) the *Knight's Tale*, Chaucer.

The Seniors have read (1) Hart's *History of English Literature*, supplemented by readings from Morley; (2) Craik's *English of Shakespeare*; (3) Bascom's *Philosophy of English Literature*.

9. *Lectures.*

Lectures have been given during the year on the following subjects:

To the Seniors, on anatomy (48), comprising the "bones, muscles, ligaments, arteries and nerves of the human body," by Professor Towler.

To the Sophomores, on chemistry (27), by Professor Towler.

To the Seniors, on geology and meteorology, by Professor Smith.

To the Juniors, on physics, by Professor Smith.

To the Sophomores, on natural theology, by Professor Smith.

To the Seniors, on Latin literature, by Professor Nash.

To the Juniors, on comparative philology, by Professor Siegmund.

To the Seniors, on Greek philosophy, by Professor McDaniels.

To the Sophomores and Freshmen, on English composition, by Adjunct-Professor Vail.

To the Seniors and Juniors, on Christian evidences and Ethics, by the late President Van Rensselaer.

To the Seniors, on Butler's *Analogy*, by the Chaplain.

9 PRIZES.

1. *Horace White Essay Medals.*

A gold medal of the value of twenty-five dollars, and a silver medal of the value of ten dollars, are awarded, at the end of each academic year, to the writers of the two best English essays in prose or verse. The first prize was awarded to William P. McKnight of the class of '77, and the second to Gerrit Smith of the graduating class. The committee of award consisted of the Rev. John Cotton Smith, D. D., the Rev. Morgan Dix, D. D., and the Rev. Robert J. Nevin, D. D.

2. *Horace White Rhetorical Medal.*

A gold medal of the value of thirty-five dollars is awarded annually to the member of the Senior or Junior class who delivers the best original oration at the public competition on the day preceding Commencement. The medal was awarded to Mr. William P. McKnight of the class of '77. The committee consisted of the Rev. William A. Matson, D. D., the Rev. Charles R. Hale, D. D. the Rev. Robert N. Parke, D. D.

3. *The Cobb Prizes.*

Two gold medals of the value of twenty and fifteen awarded annually to the writers of the two best essays on subjects connected with English literature. The competition is restricted to the two upper classes. The committee of award assigned the first prize to Mr. William Wilson of the graduating class; no second prize was made. The committee consisted of the Rev. William D'Oro, the Rev. William H. Lord, the Rev. W. W. Walsh.

4. *The President's Prize.*

The President's prize of \$100, offered by President Peck to the senior class for proficiency in classical studies, to be determined by special examinations on the studies in their department for the year. This year, however, no prize was awarded, in part (fifty dollars) to Mr. Herbert M. Smith of the graduating class, for proficiency in the Latin studies of the year. The committee consisted of Professor Francis Philip Nash, LL.B., late Hobart-Professor of the Latin Language and Literature, the Rev. Charles R. Hale, D. D., the Rev. Cameron Mann, M. A.

5. *The Faculty Prize.*

For the Faculty prize there was no competition the present year.

6. *Junior Prize.* 7. *The Greek Prize.* 8. *The Latin Prize.*

There were no competitions for the above prizes the present year.

9. *The English Prize.*

The prize of twenty-five dollars given annually by the Adjunct White Professor to the member of the Freshman class who, at the close of the Easter term, shall pass the best examination in the English studies of the year, was awarded to Mr. Edward C. Herendeen.

10. EXAMINATIONS.

Examinations of all classes are held at the close of Trinity term on all the studies pursued since the last examination. The examinations are conducted both orally and in writing, and in determining the proficiency of a student, examination marks have equal weight with recitation grades.

11. MODE OF INSTRUCTION.

Instruction is given both by recitations and lectures, the former combine the oral examination of the study of the text-book with the student with explanatory lectures and criticisms by the instructor.

12. DISCIPLINE.

Administration of discipline, the president is associated with the faculty holding full professional chairs, and all questions decided by a majority vote. In case of an equal division the president has a casting vote.

13. GRATUITOUS AID.

Fees for tuition are remitted at the discretion of the president to meritorious applicants. There are the following scholarships :

Laight and Watts Scholarships.

The Laight scholarship and the John Watts scholarship are founded on a foundation of \$1,000, the interest on which sums is for the support of two undergraduates in the college. The scholars are appointed from the sons of the diocese, and must be communicants of the church.

Ayrault Scholarships.

Twenty scholarships founded by the late Hon. Allen Ayrault, of New York. These scholarships yield the incumbents \$100 each, per annum. The scholars, on this foundation, must be communicants of the Episcopal church, well reported of for character and scholarship in the studies preparatory to the college course ; they must be students in the regular course of studies in college, and have in view the sacred ministry of the church.

Pierrepoint Scholarships.

Three scholarships which bear this name. The endowment of each scholar receives the income of \$2,000. The conditions are the same as those of the Ayrault scholarships, except that the scholarships may be given to the sons of clergymen of the Episcopal church, being communicants, in case, after the Ayrault scholarships shall have been filled, there are no applicants who enter the ministry.

14. STATUTES AND BY-LAWS.

The statutes are few and simple, and are so little needed that, though out of convenience is experienced from their want.

DESCRIPTION AND VALUE OF THE PUBLIC BUILDINGS.

The buildings are the same as heretofore reported, and are valued at \$3,000.

LITERARY COLLEGES.

16. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

Property from Trinity Church, New York, equal to a capital of	
Property from the Society for the Promotion of Religion and Learning in the State of New York, equal to a capital of	
Additional, from the same	
Part professorship fund	
James White professorship fund	
Prendergast professorship fund	
Plaincy fund	
Paul scholarship fund	
Repton scholarship fund	
James Watts scholarship fund	
Henry Laight scholarship fund	
James White prizes, annuity equal to a capital of	
James prize fund	
Philosophical apparatus	
President's house	
Endowment of Prendergast professor	
Endowment fund not specially appropriated	

17. REVENUE.

Contingents (including tuition and room rent) from students	
Property from Trinity Church, New York	
Property from the Society for the Promotion of Religion and Learning	
Part professorship fund	
James White professorship fund	
Prendergast professorship fund	
General endowment professorship fund	
Paul scholarships	
Repton scholarships	
James Watts scholarships	
Henry Laight scholarships	
Cost of president's house	
Cost of medical college	

18. INDEBTEDNESS.

There is a floating debt payable by sinking fund of \$2,650 00

19. EXPENDITURES.

Salaries of president, professors, treasurer and secretary .. \$10,040 40
 Contingent expenses, including janitor's salary 2,747 95
\$12,788 35

20. TABULAR STATEMENT.

Courses of study (three) : Classical, scientific and special.

Number of professors 7
 Number of collegiate students during the year 38
 Number of graduates, B. A. 7
 Number of graduates, B. S. 4
11
 Whole number of graduates 478

Value of college buildings and grounds \$53,000 00
 Value of library and apparatus 12,000 00
 Value of cabinet and minerals 4,000 00
 Value of dwelling-houses 9,000 00
 Value of other college property 265,928 70

Grand total of college property \$343,923 70

Revenue for last collegiate year \$12,870 70
 Expenditures for last collegiate year 12,788 35
\$91 35

Revenue of scholarship and prize funds \$2,687 14

21. FEES, ETC.

Tuition, per term, twenty-five dollars ; per year, fifty dollars. Room rent, per term, five dollars ; per year, ten dollars. Contingents, per term, ten dollars ; per year, twenty dollars.

All of which is respectfully submitted by the undersigned, who are a committee of the board of trustees appointed for this purpose.

WILLIAM STEVENS PERRY,

President.

[SEAL.]

MORGAN DIX,

DAVID S. HALL.

Committee on the Report to the Regents.

V. UNIVERSITY OF THE CITY OF NEW YORK

To the Regents of the University of the State of New York

The Council of the University of the City of New York, in compliance with a requisition of the Regents of the University, submitting its annual report for the last collegiate year, ending on the 19th of September, 1876, containing a just and true statement of facts, of the progress and condition of said university during and at the close of said year, in respect to the several subject-matters following, viz:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS

The professorships in said university during said year, as reported by the council, were the following:

I and II. Departments of Arts and Science.

1. Latin Language and Literature. 2. Greek Language and Literature. 3. Chemistry and Natural History. 4. Logic and Intellectual Philosophy. 5. Moral Philosophy. 6. Mathematics, Natural Philosophy and Astronomy. 7. Civil Engineering. 8. Physiology and Analytical Chemistry. 9. English Literature. 10. Italian Language and Literature. 11. French Language and German Language and Literature. 12. Spanish Language and Literature. 13. Hebrew Language and Literature. 14. Greek Language and Literature. 15. Arts of Design.

There were also in these departments adjunct professorships in Mathematics, of Chemistry and Natural Philosophy, of the French and German languages and Literature, and two of Civil Engineering.

III. Department of Medicine.

This department makes a separate report, as required by the Regents.

IV. Department of Law.

The course in this department was conducted by a president and several professors.

2. COUNCIL AND SEVERAL FACULTIES.

The following is a list of the members of the council, as required by the Regents to reside in the city of New York:

Officers of the Council.

John Taylor Johnston, president.

William R. Martin, secretary.

Morris K. Jesup, treasurer.

Howard Crosby, D. D., LL. D., chancellor.

*Members of the Council,**Class of 1872-76.*

Hon. William B. Maclay.
John Taylor Johnston.
George Griswold.
Samuel J. Tilden.

D. B. St. John Roosa, M. D.
John Hall, D. D.
D. Willis James.
S. Oakley Vanderpoel, M. D.

Class of 1873-77.

E. P. Rogers, D. D.
Howard Crosby, D. D., LL. D.
John E. Parsons.
J. W. C. Leveridge.

F. W. Lente, M. D.
W. B. Duncan.
Smith E. Lane.
James H. Anderson, M. D.

Class of 1874-78.

Charles Butler.
William M. Vermilye.
William Allen Butler.
Morris K. Jesup.

Aaron J. Vanderpoel.
William A. Wheelock.
Abram S. Hewitt.
Rev. S. M. Hamilton.

Class of 1875-79.

Mancius S. Hutton, D. D.
Robert L. Kennedy.
William E. Dodge.
William R. Martin.

George H. Moore.
Augustus F. Smith.
Alexander R. Thompson, D. D.
Benjamin B. Aycrigg, M. D.

The last annual meeting of the council was held on the 21st day of October, 1875, at which the following members were present:

John Taylor Johnston.
William R. Martin.
D. Willis James.
Aaron J. Vanderpoel.
William B. Maclay.
J. W. C. Leveridge.

Smith E. Lane.
William M. Vermilye.
D. B. St. John Roosa, M. D.
A. R. Thompson, D. D.
M. S. Hutton, D. D.
Rev. S. M. Hamilton.

Other meetings of the council were held during the year on the following days: 1875, September twenty-fourth, December second; 1876, February third, April sixth, June first.

The faculties of the university, including all persons charged with the duty of giving instruction therein during said year, consisted of the chancellor and sixty-two other instructors, as follows:

I and II. Departments of Arts and Science. Fourteen professors and three adjunct professors.

III. Department of Medicine. Nineteen professors, one professor, six assistants, six tutors and eight lecturers.

IV. Department of Law. A president and four professors.

The other officers or servants of the university, charged other than those of public instruction during said year, and an assistant janitor.

The names of the several persons holding offices or university during said year, with the offices or places respectively, and the salaries or annual compensation for allowed to each of them, were as follows :

Howard Crosby, D. D., LL. D., chancellor, no salary.

I and II. Departments of Arts and Sciences.

E. A. Johnson, LL. D., Professor of the Latin Language, and President of the Faculty of Arts, \$3,500.

John W. Draper, M. D., LL. D., Professor of Chemistry, History, and President of the Faculty of Science, \$3,500.

Benjamin N. Martin, D. D., L. H. D., Professor of Logic and Moral Philosophy, History and English Literature, \$3,500.

Henry M. Baird, Ph. D., Professor of the Greek Language, \$3,500.

George W. Coakley, LL. D., Professor of Mathematics, Philosophy and Astronomy, and Secretary of the Faculties, \$3,500.

Richard H. Bull, A. M., Professor of Civil Engineering and Professor of Mathematics, \$2,000.

Henry Draper, M. D., Professor of Physiology and Anatomy, and Adjunct Professor of Chemistry and Natural History, \$2,000.

Charles D. Morris, A. M., Professor of English Literature, \$2,000.

Vicenzo Botta, Ph. D., Professor of the Italian Language, fees.

Charles Carroll, A. M., Professor of the French and German Languages and Literature, \$2,000.

Luis F. Mantilla, A. M., Professor of the Spanish Language, fees.

Borden P. Bowne, A. M., Adjunct Professor of the French and German Languages and Literature, \$500.

Alexander Meyrowitz, A. M., Professor of the Hebrew Language and Literature, fees.

John J. Stevenson, Ph. D., Professor of Geology, \$1,200.

Arthur Spielmann, B. S., C. E., Adjunct Professor of Civil Engineering, fees.

rush, B. S., C. E., Adjunct Professor of Civil Engineer-

Richards, Professor of Art, fees.

III. Department of Medicine.

ment makes a separate report.

IV. Department of Law.

E. Davies, LL. D., president, no salary.

field Smith, A. M., professor, fees.

R. Jaques, LL. B., professor, fees.

Moore, LL. D., professor, fees.

cis Stone, A. M., professor, fees.

athews, janitor, \$500.

3. NUMBER OF STUDENTS.

number of students, undergraduates, in the university
r was:

rtments of Arts and Science..... 139

of graduates at the annual Commencement on the 22d of
s:

rtment of Arts and Science..... 18

students in the School of Art was..... 11

students in the (III) Department of Medicine was.. 480

students in the (IV) Department of Law was..... 68

the Departments of Arts and of Science, the ages of the
were as follows:

age..... 27

age..... 16

e..... 19½

ates of 1876:

age was..... 27

age was..... 18

e was..... 22

4. CLASSIFICATION OF STUDENTS.

and II. Departments of Arts and Science.

..... 20

..... 33

Sophomore class.....	46
Freshman class.....	40
School of art.....	11
	<hr/>
	150
	<hr/>

III. Department of Medicine.

No classification.....	480
	<hr/>

IV. Department of Law.

Senior class.....	36
Junior class.....	22
	<hr/>
	58
	<hr/>

5. COMMENCEMENT EXERCISES.

The following is a copy of the scheme of the last Commencement:

UNIVERSITY OF THE CITY OF NEW YORK.

Commencement Week, 1876.

Tuesday, June twentieth, at 10 A. M., examinations for admission, in the council room. At 2 P. M., annual meeting of the Phi Beta Kappa.

Wednesday, June twenty-first, at 10.30 A. M., Commencement exercises at the Academy of Music, Fourteenth street and Irving place. At 6 P. M., annual meeting of the Alumni Association, in the council room at the university.

Grand marshal, Chas. Quackenbush Freeman.
President of the class, Baldwin George Cooke.

COMMENCEMENT DAY.

ORDER OF EXERCISES.

MUSIC, OVERTURE — La Gazza Ladra.....	Rossini.
MUSIC, MARCH.....	Grafalla.

PRAYER.

- | | |
|-----------------------------|---------|
| MUSIC, PRAYER — Martha..... | Flotow. |
|-----------------------------|---------|
1. GREEK SALUTATORY ORATION.....Henry Clay Alvord, Bolton, Conn.
MUSIC — Girofle Girofla.....La Cocq.
 2. ENGLISH SALUTATORY ORATION....Wm. Robt. Thompson, Brooklyn.
MUSIC — La Petit Musquetier.....Wiegand.
 3. ORATION — The True Idea of Success in Life,
Lyman Sewall Linson, Greenpoint, L. I.
MUSIC, MARCH — Company G.....Grafalla.
 4. ORATION — Science and Religion...James Miller Riker, Scraalenburgh, N. J.
MUSIC, WALTZ — Du and Du.....Strauss.
 5. PHILOSOPHICAL ORATION — Progress of Three Generations,
Edward Victor Moffat.

- MUSIC — SELECTIONS — *La Juvé*. *Halevy*.
6. ORATION — Superstition. Edwin Botts Rice, New York city.
- MUSIC, GALOP — Clear the Track *Strauss*.
7. ORATION — Defects of our Higher Education.
Jacob Van Wagoner, New Milford, N. J.
- MUSIC — The Chimes *Budick*.
- *8. ORATION — Archimedes. David Daniel Smeaton, Mount Vernon, N. Y.
9. ORATION — Grounds of Hope for the Future of Our Country,
Willard Clinton Fisk, Jersey City.
- MUSIC, SELECTIONS — *Lohengrin*. *Wagner*.
10. ORATION — Moral Courage Charles Warren Hunt, New York city.
- MUSIC, SELECTIONS — *La Jolie Parfumeuse*. *Offenbach*.
11. ORATION — The Coming Arthur, with Valedictory Addresses,
Ernest Howard Crosby, New York city.
- MUSIC, FANTASIA — *Apollo*. *Gungl*.
- Messrs. George Henry and George Portlock Janes, appointed to speak, have been excused at their own request.

Award of Fellowships.

Award of Butler Eucleian prizes for the best Essays in English Composition by members of the Eucleian Society.

Regular Degrees Conferred.

The degree of Bachelor of Arts will be conferred upon the following candidates, viz. :

1. Ernest Howard Crosby, First Fellow.
2. Henry Clay Alvord, Second Fellow.
3. William Robert Thompson, Third Fellow.
4. Edwin Botts Rice.
5. Jacob Van Wagoner.
6. Lyman Sewell Linson.

The degree of Bachelor in Science will be conferred upon the following candidates, viz. :

- | | |
|----------------------------|-------------------------------|
| 1. Charles Ripley Gillett. | 6. Charles Warren Hunt. |
| 2. Edwin Victor Moffat. | 7. David Daniel Smeaton. |
| 3. James Mills Riker. | 8. Willard Clinton Fisk. |
| 4. George Portlock Janes. | 9. Chas. Quackenbush Freeman. |
| 5. George Henry. | 10. Stoyell Cady Parsons. |

A certificate of proficiency in the partial course will be conferred upon Joseph William Stickler.

The degree of Civil Engineer will be conferred upon:

- | | |
|----------------------------|-------------------------------|
| 1. Charles Ripley Gillett. | 5. David Daniel Smeaton. |
| 2. James Mills Riker. | 6. Chas. Quackenbush Freeman. |
| 3. George Portlock Janes. | 7. Baldwin Gardner Cooke. |
| 4. Charles Warren Hunt. | 8. Eugene D. Bagen. |
| 9. Stoyell Cady Parsons. | |

* Excused on account of domestic affliction.

The degree of Master of Arts will be conferred, in course, upon B. Robert G. Remsen, William M. Hoff.

Honorary Degrees Conferred.

The degree of Doctor of Philosophy upon John Jacob Anderson.

The degree of Doctor of Divinity upon Rev. Charles M. Baird, Rev. George Zabriskie Gray, Rev. Chas. Stuart Vedder.

The degree of Doctor of Laws upon Rev. William G. T. Shedd.

BENEDICTION.

MUSIC—College airs.

6. TERMS.

The terms or sessions for studies in the university during the year 1875-76 were the following:

I and II. Departments of Arts and Science.

In these departments there were three terms; the first began on the 19th of September, 1875, and ended with the Christmas vacation of one week from the first Monday of April; the second began on the 2d of January, 1876, and ended with the vacation of one week from the first Monday of April; the third began on the second Monday of April and ended with Commencement day, on the 22d day of June, 1876.

III. Department of Medicine.

In this department there were two sessions; the winter session began on the first Monday of October, 1875, and continued until the first Monday of February, 1876; the summer course began on the first Monday of April, 1876, and continued until the first Monday of October, 1876.

IV. The Department of Law.

In this department the studies of the year were pursued in three terms of twelve weeks each without intermission, except a recess of one week. The first term began on the first Monday of October, 1875, and the last term ended on the third Wednesday of June, 1876.

The following is the calendar for the next collegiate year in the Departments of Arts and Science:

1876.

September 19. Examination for admission.

September 20. Opening of first term.

December. Christmas recess.

1877.

* January 2. Opening of second term; day of prayer for the year.
Thursday.

April. Vacation of one week from first Monday.

April. Opening of second term, second Monday.

May 25. Annual examinations.

June 20. Examinations for admission.

June 14. Commencement day.

June 14. Vacation to third Wednesday in September.

There will be an intermission of college duties on such days as are made public holidays by law or government recommendation, and Good Friday when it occurs in term time.

7. SUBJECTS AND COURSE OF STUDY.

The subgraduate course of study in each class in said university during the said year was as follows:

I. Department of Arts.

Latin Language and Literature.—The Latin studies of the Senior class were pursued during the first and second terms. In the first term they read the *Trinummus* of Plautus, and the first and a part of the second book of Lucretius. In their second term their reading was the *Andria* of Terence, three satires of Juvenal and one of Persius, and selections from the *Annals* and *Histories* of Tacitus. Lectures and reviews were given from time to time.

The Junior class read, during the second term, the satires and epistles of Horace.

The Sophomore class, in the third term, read satires of Horace from books I and II, and once a week wrote Latin exercises from Arnold's *Latin Prose Composition*.

The Freshman class, in the first term, read the twenty-second book of Livy, and a few odes of Horace. In the third term they read further in the odes of Horace.

Exercises in writing Latin occupied one day in the week during the terms. Lessons were also recited in Zumpt's Latin grammar, and occasional lectures were given on the authors read in each one of the three lower classes.

Greek Language and Literature.—The Senior class, during the first term, read the *Phædo* of Plato; several of the minor epistles of the New Testament (Phillipians, Colossians, 1st and 2d Timothy) critically, and attended a course of lectures on Greek literature, from the origin of Lyric poetry to the end of the Byzantine period.

The Junior class, during the third term, read the *Antigone* of Sophocles, and had a course of lectures on Greek literature, from the beginning of the Mythic period to the time of Homer and Heriod. The course was

preceded by a few lectures on the antiquity and origin of alphabetic writing among the Greeks.

The Sophomore class, during the second term, studied De Corona, with selections from the oration of *Æschines* (Penguin edition), and had a course on Greek physical geography and antiquities as exemplified by the remains of the Pelasgic cities (Mycenæ Tiryns, etc.), Athens, etc.

The Freshman class studied, the first term, selections from the sixth and seventh books of *Herodotus*; during the second term, the *Memorabilia* of *Xenophon* and *Homer's Odyssey*.

Throughout the year they had a weekly exercise in translating English into Greek, going through the whole of Professor *Smith's* exercises in some of the more difficult principles of Greek syntax (1874).

Logic and Philosophy, Political Economy and Rhetoric. — In the first term, the Professor had charge of the Senior and Junior classes for an hour each, daily.

Seniors. — The Seniors studied moral philosophy in the text-book of Dr. *Hopkins*, entitled "The Law of Love, etc." They read four days of the week and read the whole of the volume with elucidation from the professor.

The remaining day was occupied with alternate exercises in composition by the class, and lectures by the professor, on the doctrine of revealed religion. In this course the skeptical theories of the day, together with those of the past, were largely discussed, and direct evidences presented.

Juniors. — The Junior class was under instruction in this course for one hour daily throughout the year. During the first term they were engaged with the study of psychology. They read the most of the elaborate treatise of President *Porter*, with explanation as the subject called for; some portions of the book were omitted, particularly that on the imagination (part 3d, ch. VI), which it was deemed preferable to discuss by lecture and reasoning (including ch. VI, VII and VIII of part 3d, which was reserved for more extended study in the form of logic; and the doctrine of final cause in part fourth. With these exceptions the volume was carefully studied for four days of the week.

In the second term the hour of study was devoted to moral philosophy, which was pursued in *Weber's Outline of Universal History*. The latter half of the book treating "the modern period" was read, the subject was brought down to the close of the Napoleonic wars.

For the third term the class had logic, for which "*Thomson's* *Laws of Thought*" furnished the text-book. The subject

of in the first half of the volume having been already discussed in connection with psychology, the latter half only was studied. To this were added lectures upon the more important of the logical discussions of Sir Wm. Hamilton and of John Stuart Mill. These exercises occupied the class for three days of each week. During this time, one day of each week was devoted to the subject of natural theology, which was treated wholly by lectures from the professor.

A course of lectures upon rhetorical criticism, with extended illustrations from the best English authors, was given to the class during the year, occupying, with alternate exercises in composition, one day of each week.

Sophomores. — The Sophomores were assigned to the Professor during the third term for one hour of instruction, daily, in political economy. This departure from preceding years arose from the changes consequent upon the death of Professor E. H. Gillett, and the necessity of adapting the course of instruction hereto. In these changes, the subject of political economy was assigned to the professor who had it in charge for many years prior to the election of Professor Gillett.

The study was pursued in the text-books of Professor Perry, the first three-fourths of which were carefully read and recited, in exercises which occupied four days of the week. The remaining day was devoted to exercises in English composition, and to lectures on the principles of rhetoric.

Freshmen. — The Freshmen attended the Professor daily for one hour during the second term, and made a faithful and assiduous study of Whately's Rhetoric, the last of the four parts of the treatise being, however, omitted. The study was accompanied with exercises in English composition on assigned subjects, and with exercises in declamation, the two together occupying one day of each week.

Lectures were also given in pronounciation and the use of words.

All the subjects studied in the department were carefully reviewed, and formed the subject of examination for the most part at the end of the year, while the students were required to take notes of all the lectures delivered to them, and to present those notes for inspection to the professor.

Mathematics. — In this study the Freshman class studied Loomis' Treatise on Algebra during the first and second terms; examples were given to the class which were not contained in the text-book, and which each member of the class was required to work out at home and bring to the professor carefully written out; the third term was given of Loomis' Geometry.

The Sophomore class, during the first term, studied the general princi-

ples of trigonometrical analysis with their application to trigonometry and to the measurements of heights and distances and of the sun; the computation of the diameter of the earth and of the distance of the moon, and magnitude of the heavenly bodies, illustrated the use of the branch of the trigonometry; many of the lunar distances in the American Nautical Almanac were recomputed by the students. In the third term the class studied the principles of analytical geometry and their applications to conic sections.

The Junior class received a course of lectures on the differential and integral calculus and on analytical mechanics, which were given in the study of natural philosophy when requisite; the class also studied Loomis' Natural Philosophy in connection with lectures on mechanics and other subjects with the aid of the calculus. These lectures ran through the three terms. The principal part of the third term, however, was devoted to a course of lectures on astronomy.

Modern Languages. — The Junior class pursued the study of French an hour daily during the first term.

Chemistry and Natural Science. — The Sophomore class received lectures and recitations in general chemistry during the first and second terms an hour daily.

The Senior class, during the second and third terms, attended a course of lectures on geology and botany.

The following is a scheme of the full course in the liberal arts :

Freshman class. — First term: First hour, mathematics; second hour, Greek; third hour, Latin. Second term: First hour, mathematics; second hour, Greek; third hour, rhetoric. Third term: First hour, mathematics; second hour, Greek; third hour, Latin.

Sophomore class. — First term: First hour, chemistry; second hour, trigonometry (each Monday, essays or declamations); third hour, natural literature. Second term: First hour, chemistry; second hour, trigonometry; third hour, Greek. Third term: First hour, physics; second hour, Latin; third hour, analytical geometry.

Junior class. — First term: First hour, German; second hour, intellectual philosophy and natural theology; third hour, natural history. Second term: First hour, modern history and history of science; second hour, Latin; third hour, natural philosophy. Third term: First hour, astronomy; second hour, logic and comparative physiology; third hour, Greek.

Senior class. — First term: First hour, moral science and natural history; second hour, Latin; third hour, Greek. Second term: First hour, geology; second hour, constitutional law; third hour, natural history.

Third term: First hour, botany ; second hour, international law ; third hour, physiology.

There were exercises in composition and declamation in the Freshman, Sophomore and Junior classes during the hours with the professor of rhetoric ; also, essays, reviews, forensic discussions in the Senior class during the first and second terms.

II. Department of Science.

In this department, instruction was given by the professors as follows :

Preparatory or Freshman class. — During this year the course pursued was the same as that in the department of arts, except that the study of the French and German languages was substituted for that of Latin and Greek.

First year, or Sophomore class. — First term: History of English literature (Spalding), plane trigonometry (Loomis), chemistry (Draper), exercises in English composition.

Second term: Spherical trigonometry (Loomis), rhetoric (Whately), chemistry (Draper), exercises in English composition.

Third term: Political economy, analytical geometry and calculus (Loomis), lineal drawing, draughting by plans, elevations and sections.

Second year, or Junior class. — First term: Natural philosophy, intellectual philosophy (Porter), natural theology, with English composition and original declamations, German.

Second term: Modern history (Smyth), history of civilization (Guizot), zoology, natural philosophy.

Third term: German or French, logic (Thompson), comparative physical geography (Guyot), astronomy.

Third year, or Senior class. — First term: Moral science (Hopkins), German, analytical chemistry, lectures.

Second term: Natural and constitutional law, geology, lectures, analytical chemistry.

Third term: International law (Woolsey), botany, lectures; chemistry, lectures; comparative physiology.

In the laboratory, for instruction in practical chemistry, have been introduced various improvements of the best schools in Europe, to enable the students to become familiar with the qualitative and quantitative analysis of substances, the principles of chemical research as applied to agriculture and the manufacturing arts, photography, assaying, the use of the microscope and the physical examinations of the various animal products and secretions.

Course in Civil Engineering. — This course is connected with the department of science. Students in this course are not required to study the modern languages. Instruction was given as follows:

First year, or Sophomore class. — First term: Geometry of solids, conic sections by synthetic method (Loomis), trigonometry and spherical (Loomis), industrial drawing (Mahan), with experiments and geometrical demonstrations, descriptive geometry (Loomis), chemistry (Draper), political economy (Wayland) and English composition.

Second term: Lineal perspective, continued; leveling, topographical operations; principles of architecture, elements of design, geometry (Loomis), chemistry (Draper), history of England (Spalding), with exercises in English composition.

Second year, or Junior class.—First term: Natural philosophy (Loomis), higher surveying (Geodesy), marine surveying, topography and topographical drawing, drawing by plans, elevations, sections, natural theology, intellectual philosophy (Porter), language, English composition, and original declamations.

Second term: General theory of equations, natural philosophy (Loomis), differential and integral calculus (Smyth), modern history of civilization (Guizot), English composition, and original declamations.

Third term: Astronomy (Loomis), mechanics of engineering, architecture, statics, dynamics, stability of structures, strength of materials (Mosely), logic (Thomson), comparative physical philosophy (Guizot), original declamations.

Third year, or Senior class.—First term: Strains on roads and bridges (Stoney), theory of machines, machinery, steam engines, moral science (Hopkins), evidences of revealed religion (analogy), physiology, essays, reviews, forensic discussions, original declamations.

Second term: Roads and railroads, retaining walls, specifications, estimates, natural and constitutional law (Story), geology, chemistry, forensic discussions and original declamations.

Third term: Construction of canals, aqueducts, water-works and drains, analytical chemistry, botany, international law.

A thesis on some engineering subject will be required of each student before graduation. This thesis must be approved by the faculty and filed with the librarian of the university.

Degree conferred, that of civil engineer.

School of Art.—The school of art is also connected with the Department of Science, and the course of instruction was as follows: Elementary drawing in lead pencils and crayon, from examples, the round, from nature, and from living models; painting in water colors, from examples from nature and from living models.

les of composition; ornament; the arts of design and their
and advantage to the mechanic arts.

III. Department of Medicine.

Department makes a separate report as required by the Regents.

IV. Department of Law.

of the law school is careful instruction in the law, with
rough preparation for practice in any of the States.

ce of pleading received attention, in the belief that there i
d at the present time of checking the prevailing tendenc
study which is useful in giving clear views of principles
es to accurate practice; while the study of procedure wa
the Code of New York, in which gentlemen preparing fo
that State receive a thorough drill.

ne of studies embraced the history of the law, jurisprudence
law, international law and municipal law.

various heads of municipal law, including common law, equit
law, much the larger portion of the time and attention wa
given, the design being that the student shall get a com
and, at the same time, a minute and exact view of all its
topics; and every subject prescribed for examination by th
Supreme Court of New York is included in the course i
law, the studies of which are classified as follows:

nd personal property: Personal rights, domestic relation
acts in general, agency, bailment, bills and notes, guarante
sales, shipping, bankrupts, executors and administrator

erty: Titles and conveyancing.

ional law.

uity, evidence, the New York syste of practic
e, surrogate and admiralty practice.

used were: Pomeroy's Municipal Law; Blackstone
Kent's Commentaries (vols. 1 and 4); Washburn o
Parsons on Contracts; Addison on Torts; Willard
lence, by Potter; Greenleaf on Evidence (vol. 1
ding; the Code of Procedure; Select Titles of tl

given on these subjects:

l text-books, read in course and recited in class, wit
r the study of topics from the books.

2. By lectures by the professor on topics not treated in the or requiring fuller or more practical treatment.
3. By lectures by leading members of the bar.
4. By moot courts, held every Friday in the law library by professors, in which cases assigned to students will be argued on points prepared by the student. It is proposed to hold a jury trial at the end of each term, by a jury drawn from the university.
5. By drawing process, pleadings, and all the papers in actual order.
6. By preparing written opinions on cases assigned.

Lectures were delivered by the professors upon some of the topics during the year :

1. Classification of subjects and methods of study.
2. The sources : (a) The Corpus juris and the Latin of the canon law. (b) The early English Latin treatises. (c) The English treatises on French and the year books. (d) Text writers and commentaries before Blackstone. (e) Commentators on the commentaries of Blackstone, and the estimate of his work since his day. (f) Treatises on law as a science since Blackstone and since Bentham, by English and foreign text writers.
3. Digests and reports ; how to use them.
4. Practical conveyancing and searching titles.
5. The clerical duties of the attorney's office.
6. The science of jurisprudence, classification, codification.
7. Law reform in England.
8. Law reform in America.

The classes attended lectures on each secular day, except on Saturday ; and at each lecture every student was called upon to the professor, and to discuss one or more points of the subject under consideration.

8. EXERCISES.

I and II. Departments of Arts and Science.

In these departments the Seniors and Juniors were each required to deliver orations of their own composition, and the Sophomores were given selected orations, once in each term, in the presence of the faculty, immediately after the devotional exercises in the chapel. These were regularly criticised by the chancellor. There were also exercises of declamation and essay reading alternately, with the exercises in rhetoric. In the college societies the students had facilities of their own, and, with constant debates.

IV. Department of Law.

Department a club has been formed among the students, which meet weekly, and in which questions of law are discussed by counsel, and a decision awarded by a student presiding.

9. EXHIBITIONS AND PRIZE CONTESTS.

I. Department of Arts.

of Abraham Ogden Butler, of the class of 1853, provision for two prizes annually to members of the Euclian Society, essays, to be awarded by a committee named by the trustees. In 1876 were awarded, the first to William Robert Thompson, and the second to James Henry Darlington.

Fellowships, one of \$300, the second of \$200, and the third of \$100, enjoyed for one year after graduation by the most meritorious students in this department, have been established. The use of these prizes is conditioned upon examinations during the fellowship year. In 1876 were awarded at the annual Commencement, in June, 1876, as follows: the first, of \$300, to Ernest H. Crosby; the second, of \$200, to Alvord; the third, of \$100, to Wm. R. Thompson.

IV. Department of Law.

In this department the following prizes have been established, to be awarded at the annual Commencement upon the report of committees of the Faculty and Association of this department.

A prize of \$250 for the best essay of positive merit, on a subject assigned, to be awarded in January. A condition precedent of the award was that the student should have passed a satisfactory written examination.

A prize of \$100 for the best examination for degree, by papers or oral answers to printed questions.

A prize of \$100 for the best oral examination for degree.

At the annual Commencement, held 15th May, 1876, were awarded: That of \$250 to Charles Cornelius Bull, A. B., of the City of New York, for an essay on "The Sanction of Moral Law; its nature and force, if in any proper sense of the word it can exist; with special reference to the proposed reformation of Courts and Arbitrations, as sources of any sanction;" and that of \$100 to James Burton Butler, Syracuse, for the best oral examination.

10. EXAMINATIONS.

For admission, as published in the annual catalogues,

I. Department of Arts.

In mathematics: Algebra to equations of the second degree and geometry.

In Latin: Four books of Cæsar's Commentaries, six books of the *Æneid*, six select orations of Cicero, Sallust's *Catiline*, Sallust's *Thine War*, or the *Eclogues* of Virgil, together with twelve books of Arnold's Latin Prose Composition.

In Greek: Three books of Xenophon's *Anabasis*, one book of the *Iliad*, with prosody.

Prerequisites: Thorough preparation in arithmetic and Euclid, a knowledge of descriptive and classical geography, Universal history and Greek and Roman antiquities.

II. Department of Science.

For admission to the class of the first year, the candidate must pass an examination in arithmetic, English grammar, geography, Universal history, the whole of Loomis' algebra, and plane geometry.

Candidates for admission to the higher classes, in addition to the examination, will also be examined in the studies of the year that on which they propose to enter.

III and IV. Departments of Medicine and Law.

Students may enter at any time without examination.

The entrance examinations in (I and II) the departments of Arts and Science took place on the 20th of June and the 19th of September. The published requirements were adhered to strictly. No student is admitted who has not pursued the full course of studies the year before. Applicants, whose preparation is not entirely satisfactory, are admitted upon condition of making up the deficiency within a specified time, besides keeping up with the class in its regular work.

There is one principal public examination which occurs at the close of the college year in June, in which the proficiency of the student in several studies of the year is determined. In some instances, in which a subject was finished, or the studies of a department were completed, a special examination is held at the close of the first term. In all cases, however, a special examination is conducted by the professor in charge in each department. The student is examined in all the subjects of study which have been pursued during the year, and both written and oral examinations are regularly held.

The standing of the student in his class is determined, in part, by the examination, but principally by his daily recitations. Of the results of the examination, a record is kept by the professor, the results of which are transmitted at the close of the year to the general record. From this, by a vote of the

and complete estimate, standing is determined. At the beginning of the new year, the standing thus assigned to each student is publicly announced in the chapel.

No student in any of the departments is graduated unless all his examinations are successfully sustained.

11. MODE OF INSTRUCTION.

The mode of instruction is principally that of recitation from a text-book, accompanied with more or less full elucidation by the professor; but in most departments lectures are given by the professor as occasion may seem to him to demand, and in some branches the whole instruction is so given, *e. g.*, analytical geometry, the calculus, astronomy, chemistry, physiology, botany, zoology, geology, classical history, literature and archæology, natural theology, evidences of revealed religion, and higher rhetoric, and some other branches. In all these cases the student is required to take notes, and to present his record of them to the professor for inspection at the close of the term. Weekly examinations are also held upon the subjects thus studied.

12. DISCIPLINE.

The aims of the discipline of the university are to secure a regular attendance upon college exercises, and a faithful exertion of the mind in study. The attendance of the student is therefore carefully observed, and his absence from any exercise carefully marked. All absentees from the opening chapel exercises are summoned by the chancellor, daily, to his room for explanation. In the several departments the professors are, by a rule of the institution, required to exact of the student a private recitation of every exercise from which he may have been, for whatever reason, absent, on pain of being marked as failing in it. In event of a student's continued absence, the parent or guardian is written to and informed of the fact.

The effect of this system, rigidly carried out, has been to bring up the daily attendance of the students to a very gratifying degree of regularity, and at the weekly faculty meetings few interruptions of attendance are reported which are not at once explained and excused. If a tendency to negligence, absence or disorderly behavior, appears in any instance, the student is summoned to an interview, and is appealed to by his professor in the hope of counteracting the evil. Continued negligence is made the subject of admonition by the chancellor, and the fact that such admonition has become necessary is reported to the parent, with a request for his increased vigilance and care. Obstinate persistence in irregularity, or neglect of study, is punished by dismissal. Experience shows that although instances of this kind do sometimes

recourse to the last resort is seldom necessary, and the severity of censure can very generally be avoided by the exercise of a watchful care. Few cases of discipline of a troublesome character occur among our students, and it is gratifying to find them amenable to the moral influence of remonstrance and reproach.

13. GRATUITOUS AID.

I and II. Departments of Arts and Science.

For the past six years, instruction in these departments has been free to all who are sufficiently advanced in attainments to avail themselves of it, the former fee of eighty dollars per session having been abolished, the incidental fee only of five dollars per annum being still retained. Beyond this, the only aid afforded undergraduates is that derived from the "Thomas S. Bailey Fund." The income of this fund amounts to \$350 yearly, and the benefit is now enjoyed by one of the students.

14. STATUTES OF THE UNIVERSITY.

These remain as before reported.

15. DESCRIPTION AND VALUE OF UNIVERSITY BUILDINGS.

Value of buildings	
Value of libraries :	
General, 3,501 volumes, value	\$10,785
Law, 2,295 volumes, value	10,605
Society, 1,200 volumes, value.....	1,200
	<hr/>
Value of apparatus:	
Philosophical.....	\$3,000
Chemical	1,800
	<hr/>

16. DESCRIPTION AND VALUE OF OTHER PROPERTY.

The various articles of furniture, cases, organs, stoves, furnaces, portraits, etc.....	
The Loring Andrews endowment, invested in Central Railroad of New Jersey convertible bonds	
The Alumni endowment, invested in the same.....	
The John C. Green endowment, invested in South Branch Railroad Company stock	
The John Taylor Johnston endowment, invested in the same	

The James Brown endowment, invested in the same.....	\$5,000 00
The William E. Dodge endowment, invested in the same..	5,000 00
The Alumni endowment, invested in the same.....	1,900 00
The George Griswold endowment, invested in Harlem Railroad first mortgage bonds.....	10,000 00
The Hannah Ireland endowment, invested in the same....	5,000 00
The James Suydam fund, invested in the State of Arkansas bonds	8,000 00
	<hr/>
	\$200,900 00
	<hr/>

17. DEBTS.

The university has no permanent debt.

18. REVENUE.

The following statements are taken from the treasurer's annual report :

Received for interest.....	\$12,000 00
Received for incidental fees.....	2,070 00
Received for diplomas.....	1,088 50
Received for rents.....	14,691 85
Received for special endowment.....	250 00
	<hr/>
	\$30,100 35
	<hr/>

19. EXPENDITURES.

The following statements are taken from the same report:

Paid for salaries.....	\$28,750 00
Paid for expenses.....	4,663 29
Paid for repairs	1,723 09
Paid for alteration of building	11,326 56
Paid for gas	1,608 87
	<hr/>
	\$48,071 81
	<hr/>

20. TABULAR STATEMENTS.

Number of departments	4
	<hr/>

Number of professors :

I and II. Departments of Arts and Science.....	14
III. Department of Medicine.....	19
IV. Department of Law.....	5
	<hr/>
	38
	<hr/>

Number of adjunct professors :

- I and II. Departments of Arts and Science
- III. Department of Medicine... ..

Number of other instructors and assistants :

- III. Department of Medicine.....

Number of collegiate students :

- I and II. Departments of Arts and Science.....

Number of professional students :

- II. Department of Science (school of art)
- III. Department of Medicine.....
- IV. Department of Law.....

Number of graduates at last Commencement :

- I and II. Departments of Arts and Science
- III. Department of Medicine.....
- IV. Department of Law.....

- Value of buildings and ground
- Value of libraries and apparatus.....
- Value of other property
- Revenue for the year ending 31st August, 1876
- Expenditure for the year ending 31st August, 1876
- Amount of debts

21. PRICE OF TUITION.

- I. Department of Arts, free.
- II. Department of Science, free.
Course in civil engineering, fifty dollars per annum.
- III. Department of Medicine, \$140 per annum.
- IV. Department of Law, \$100 per annum.

In the (I and II) Departments of Arts and Science, a charge of five dollars per annum is made for lighting and warming room and dental expenses.

22. REMARKS.

We have to record the death of our esteemed associate, Augustus F. Smith, and of Professor E. H. Gillett, of the faculty of the Department of Arts.

23. CLOSE OF THE REPORT.

This report is signed for the counsel by its officers.

JOHN TAYLOR JOHNSTON, *President.*

WM. R. MARTIN, *Secretary.*

HOWARD CROSBY, *Chancellor.*

VI. MADISON UNIVERSITY, HAMILTON, MAD.

To the Regents of the University of the State of New York

The trustees of Madison University respectfully present
report for the year ending June 19, 1876:

1. NUMBER AND DESCRIPTION OF PROFESSORSH

1. Metaphysics.
2. Logic.
3. Natural Sciences.
4. Greek Language and Literature.
5. English Literature and Civil History.
6. Latin and Modern Languages.
7. Natural History.
8. Moral Philosophy.
9. Mathematics.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFF
Corporation.

James B. Colgate, President, New York (p.)
Alva Pierce, Hamilton. p.
Charles C. Payne, Hamilton. p.
Hon. Alrick Hubbell, Utica. p.
David A. Munro, Camillus.
Hon. Caleb Van Husen, Detroit. p.
Alonzo Peck, Eaton. (p.)
Hon. Chas. Mason, LL. D., Hamilton. p.
John Munro, A. M., Elbridge.
Hon. Albert R. Fox, Sand Lake. p.
Samuel Colgate, New York. p.
Theodore F. Humphrey, A. M., Albany. p.
Hon. George H. Andrews, New York.
Rev. Walter R. Brooks, D. D., Hamilton. p.
Prof. P. B. Spear, D. D., Treasurer, Hamilton. p.
Rev. Thomas D. Anderson, D. D., New York.
Hon. Thomas Cornell, Rondout.
Henry O. Wheeler, A. M., Yates.
John B. Trevor, New York.
Col. Morgan L. Smith, Newark, N. J. p.
Rev. Edward Lathrop, D. D., Stamford, Conn. p.
Hosmer H. Keith, Esq., Secretary, Hamilton. p.

ort S. Bickmore, Ph. D., New York. p.

oyt, Esq., Utica. p.

W. Cronkhite, Sandy Hill. p.

ich, Janitor.

Faculty.

Dodge, D. D., LL. D., President and Professor of Meta-

S. Spear, D. D., Professor of Hebrew and Latin, Emeritus.

M. Beebe, D. D., Professor of Logic.

Osborn, LL. D., Professor of the Natural Sciences.

Andrews, A. M., Professor of the Greek Language and

es Lewis, A. M., Professor of Civil History, English Lit-
Oratory.

Taylor, A. M., Professor of Mathematics.

Brooks, D. D., Lecturer on Natural History.

Wes, A. M., Professor of the Latin and the Modern

L. Maynard, D. D., Bleeker-Professor of Moral Philosophy.

Towle, A. M., Principal of the Grammar School.

Andrews, A. M., Librarian.

3. NUMBER OF STUDENTS.

Students in college during the year.....	87
Dismissed.....	2
At the close of the year.....	85
At commencement.....	19
Number of graduates.....	<u>759</u>

4. CLASSIFICATION OF STUDENTS.

.....	26
.....	24
.....	20
.....	17
Students.....	28
Grammar school.....	101
Number in University.....	<u>216</u>

5. COMMENCEMENT EXERCISES.

MUSIC.

Prayer.

MUSIC.

N SALUTATORY.....Eugene Stark Gardiner.

LITERARY COLLEGES.

MUSIC.

Candidates for Degree of B. P.

- NO DAY WITHOUT A LINE.....*William Bannan
 MACAULAY'S ESTIMATE OF OLIVE.....*Gilbert
 THE DUE RELATIONSHIP OF COMMERCE TO POLITICAL
 Charles
 THE BLACK MAN IN THE CENTENNIAL..Armstrong M
 TRIAL BY NEWSPAPER.....*John

MUSIC.

Candidates for Degree of A. B.

- ORATION OF FIRST DEGREE—Our Social Drift.....
 ORATION OF FIRST DEGREE—“We, the People,” *David
 ORATION OF FIRST DEGREE—Will the Republic Endure
 Charles
 ORATION OF FIRST DEGREE—The Penalty of Genius,
 Joseph
 MUSIC.
 ORATION—Whitewash.... Thomas Jefferson
 ORATION OF FIRST DEGREE—Mirabeau.....Pitt
 ORATION—Christian Statesmanship..... Stephen Ab

MUSIC.

- ORATION OF FIRST DEGREE—The Power of Conviction
 William
 ORATION OF FIRST DEGREE—The Christian Physician,
 Alfred
 ORATION OF FIRST DEGREE—Whitewash.....Thomas

MUSIC.

- PHILOSOPHICAL ORATION—National Reverence..Chas. A
 CLASSICAL ORATION—The Scholar and his Thinking,
 Alvah W

MUSIC.

- VALEDICTORY ORATION AND ADDRESSES—Dante Al
 William

MUSIC.

Conferring of Awards and Degrees.

BENEDICTION.

MUSIC.

The degree of B. P. was conferred on five, namely
 inclusive.

The degree of A. B. was conferred on thirteen, namely
 and 14-19, inclusive.

The degree of A. M., in course, was conferred on Arthur
 dy, Andrew W. Clark, Andrew V. B. Crumb, Wm. Tho

ws, George Alexander Smith, George Ridgeway Robbins,
nkin Titus, Albert S. Sheldon, John Greene, J. Irving

Honore, on Rev. W. M. Lawrence, of Philadelphia, Pa.,
Lawson, of Brooklyn, Rev. A. F. Mason, of Washington,
R. R. Riddell, of South Berwick, Me.

Professor James R. Eaton, Liberty, Mo.

6. COLLEGE TERMS AND SESSIONS.

ns of thirty-nine weeks. First, began September, tenth;
ary third; third, March twenty-seventh. The Junior exhibi-
the first term, December twenty-third. Senior exhibition
rize, June ninth. Commencement, closing the third term
second.

Calendar for 1876-7.

. First term commenced, Thursday morning.

. State election, Tuesday.

. Thanksgiving day, Thursday.

. Junior orations presented, Monday morning.

. Examinations on the studies of the term.

. Junior exhibition, Friday evening.

First Term closes.

. Second Term opens, Wednesday morning.

. Special examination, Friday afternoon.

. Day of prayer for colleges, Thursday.

. Washington's birthday.

. Examinations on the studies of the term.

. Prize essays, and prize orations, presented Wednesday
noon.

Second Term closes. Recess of three days.

. Third Term opens, Monday morning.

. Special examination, Friday afternoon.

. Baldwin Latin prize examination, Saturday.

. Examinations of the Senior class.

. Baldwin Greek prize examination, Saturday.

. Osborn Mathematical prize examination, Saturday.

. Decoration day.

. Commencement orations presented, Thursday morning.

. Lewis prize exhibition, Friday evening.

1877.

- June 13-15. Examinations on the studies of the term.
 June 15. Exhibition of Colgate Academy, Friday evening.
 June 19. Royce prize declamation, Tuesday.
 June 17. Baccalaureate sermon, Sunday morning.
 June 18. Meeting of University and Education Board.
 June 18-19. Entrance examinations, Monday and Tuesday.
 June 19. Meeting of the Education Society, Tuesday.
 June 19. Anniversary of the Alumni Association, Tuesday.
 June 20. Anniversary of the Theological Seminary, Tuesday morning.
 June 21. Commencement, Thursday.

Vacation of twelve weeks.

- Sept. 12-13. Entrance examinations begin, Wednesday.
 Sept. 13. First Term commences, Tuesday morning.
 Sept. 28. Special examination, Friday afternoon.
 Oct. 12. Montgomery prize declamation, Friday evening.

7. COURSE OF STUDY.

Freshman class. — First term: In Greek, part of first book and third book of the Iliad. Daily recitations in Hadley's Greek. Ten chapters of Smith's History of Greece, in weekly recitations. In Latin: Selections from the twenty-first and twenty-second books of Livy, with exercises in prose composition. In mathematics, Solid Geometry.

Second Term: In Greek, completed Boise's exercises in Greek. Weekly recitations in Greek New Testament, with special attention to the peculiarities of New Testament Greek. In Latin, Cicero's De Officiis, with exercises in prose composition. In mathematics, first Olney's University Algebra, and forty Theorems in Olney's course in Plane Geometry.

Third Term: In Greek, Plato's Apology entire, with daily drill. Essays by the class on Socrates and his Age. Weekly recitations in the Greek New Testament. In mathematics, Olney's Text-book to Solution of Oblique Angled Spherical Triangles, omitting the chapter of Spherical Triangles. In Belles Lettres, 175 pages of Elocution, 150 pages of Murdock and Russell's Vocal Culture, and Campbell's Hand Book of Pronunciation, entire. In English, Selections from English Classic Authors. Written exercises in English composition, etc.

Sophomore class. — First term: In French, forty lessons of French Course, and fifty pages of Otto's Reader. In Natural

Chemistry through the term, with Lectures on Organic Chemistry. In Belles Lettres, 160 pages of Blair's Rhetoric, with Review. Exercises in Style. Essays and Exercises in Analysis. Thirty exercises in Crabb's Synonyms.

Second term: In Greek, Lysia's "Defense of Mantitheus," and Oration against Eratosthenes, with daily Grammar Lessons. Weekly recitations in Greek New Testament, with attention to the Peculiarities of New Testament Greek. In Latin, Selections from the Odes and Satires of Horace. In mathematics, General Geometry, Construction of Equations of Plane Foci, and Transformation of Co-ordinates.

Third term: In Greek, Selections from Demosth. de Corona. Historical Essays by the class. Weekly recitations in the Greek New Testament. In Latin, book I of Cicero's Tusculan Disputations, and the Somnium Scipionis, with the more difficult parts of Latin Syntax. In mathematics, General Geometry; Properties of Conic Sections; Davies' Surveying to Leveling.

Junior class. — First term: In Greek, Prometheus of Eschylus, with Choral scanning. Weekly recitations on Greek Art, with oral lectures and recitations. Essays by the class on the principal Greek authors. In Belles Lettres, 165 pages of Day's *Æsthetics*, with review of 140 pages, and re-review of first part. In logic, daily recitations. McCosh completed and reviewed.

Second term: In Greek, second book of Plato's Republic. Weekly lectures by the Professor on Platonism. Essays by the class on the leading schools of Philosophy. In German, completed Comfort's first book, in connection with Whitney's Grammar. Twenty pages of Whitney's Reader. In mathematics, first part of Snell's Mechanical Philosophy.

Third term: In German, sixty pages of Whitney's Reader, with study of the Grammar. In mathematics, Hydrostatics, Pneumatics, Sound, Electricity and Light (Snell). In Natural History, daily lectures in Geology, except four days of lectures in Physiology. The lectures were illustrated by the use of the Oxyhydrogen Microscope. Ten evening meetings have been occupied by written reports from students on subjects original.

Senior class. — First term: In Metaphysics, daily recitations in Porter's Human Intellect, with lectures and essays. In German, the more difficult portions of Whitney's Reader, with exercises in writing German. In Natural History, daily lectures in physiology for four weeks. In Political Economy, daily lectures for two weeks, and daily recitations in Thompson's Social Science and Political Economy for six weeks.

Second term: In Evidences of Revealed Religion, daily recitations in Dodge's Evidences, with lectures. In Mathematics, lectures on Astronomy,

the Solar System. In History, 200 pages of Weber's Universe, essays and class debates.

Third term: In Moral Science, daily recitations in Greek with lectures, and presentation of essays, by the class. In lectures on Astronomy, the Planets and Fixed Stars.

8. ELOCUTIONARY EXERCISES.

Chapel Elocutionary Record for the First term. All debates criticised by the instructor.

Freshman class.....	Biographical Essays.....
	Declamations.....
Sophomore class.....	Political Essays and Reviews.....
	Declamations.....
	Readings of Poetry.....
Junior class.....	Written Debates.....
	Declamations.....
	Readings of Poetry.....
Senior class.....	Orations before Faculty and S.....
Junior exhibition.....	Orations (individual drill by.....

Chapel Elocutionary Record for second term:

Freshman class.....	Biographical Essays.....
	Declamations.....
Sophomore class.....	Political Essays and Reviews.....
	Declamations.....
	Readings of Poetry.....
Junior class.....	Written Debates.....
	Declamations.....
	Readings of Poetry.....
Senior class.....	Orations before Faculty and S.....
Prize essay (1,500 words)	
competitors.....	Freshman class.....
	Sophomore class.....
	Junior class.....
Prize Oration competitors...	Seniors.....

Chapel Elocutionary Record for third term:

Freshman class.....	Biographical Essays.....
	Declamations.....
Sophomore class.....	Political Essays and Reviews.....
	Declamations.....
	Readings of Poetry.....
Junior class.....	Written Debates.....
	Declamations.....

Senior class	Graduating Orations	16
Prize Declamations.....	Freshmen, Sophomores, Juniors.....	12
Drills by the Professor.....		108
All essays, written debates, orations, except chapel orations, criticised by the Professor.		

9. PRIZE CONTESTS.

Honors of Class of 1876.

Valedictory — William Leggett Kolb.

Salutatory — Eugene Stark Gardiner.

Classical — Alva Wayland Bourn.

Philosophical — Charles Alvord Nichols.

Prizes awarded 1876.

Dodge's prizes, entrance examinations:

George I. Skinner	\$30
William J. Leonard.....	25
Henry C. Wright.....	20
George A. Williams	20

Osborn prizes, mathematics:

Judson K. Folwell.....	35
Henry D. Baldwin.....	20
Benjamin S. Terry.....	15

Lewis prize, Senior orations:

Evan Davis.....	70
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Montgomery prizes:

E. S. Gardiner.....	25
T. J. Whitaker.....	20
A. W. Bourn.....	15
W. J. Quincy	10

Baldwin prize:

In Greek, A. W. Bourn	25
In Latin, C. A. Nichols.....	25

Lasher prizes, Junior essays:

T. J. Bronson.....	20
E. W. Douglass	15

Allen prizes, Sophomore English Composition:

H. D. Baldwin	20
C. J. Clark	15

late :

περιέμενον Τισσαφέρην οἱ τε Ἕλληνες καὶ Ἀριαῖος, ἑγγὺς ἀλλήλων
 μένοι, ἡμέρας πλείους ἢ εἴποσιν. Ἐν δὲ ταύταις ἀφικνοῦνται πρὸς
 οἱ ἀδελφοὶ καὶ οἱ ἄλλοι ἀναγκαῖοι, καὶ πρὸς τοὺς σὺν ἐκείνῳ Περσῶ
 ἀρβύνοντες τε καὶ δεξιὰς ἄνιοι παρὰ βασιλέως φέροντες μὴ
 βασιλέα αὐτοῖς τῆς σὺν Κύρῳ ἐπιστρατείας, μηδὲ ἄλλου μηδενὸς
 ἔνουν.

the tense of ἐστρατοπεδευμένοι.

the uncontracted form of πλείους.

does οἱ ἄλλοι differ from οἱ ἕτεροι?

what does the *oratio obliqua* in the passage μὴ μνησικαχήσει
 depend?

late into Greek, with the accents:

are in haste to march, let us quickly choose generals.

and that he healed the men's wounds.

ing will not bear ill-will towards you for anything of the

LATIN.

late:

ita respondit: Eo sibi minus dubitationis dari, quod eas res, qua
 commemorasset, memoria teneret: atque eo gravius ferre, quo minu
 Romani accidissent; qui si alicujus injuriæ sibi conscius fuisset, no
 cavere: sed eo deceptum, quod neque commissum a se intellexeret
 ; neque sine causa timendum putaret. Quod si veteris contumelli
 t; num etiam recentium injuriarum, quod, eo invito, iter per Provin
 tentassent, quod Æduos, quod Ambarros, quod Allobroges vexassent
 ponere posse?

in the case of eo in each of the four instances in which it i
 passage.

is the peculiarity in the forms *tentassent* and *vexassent*.

the subjects of *dari*, *ferre*, *fuisse*, *deceptum*, and state wh
 e is used in these verbs.

the reason for the subjunctive in *intelligeret* and *putaret*.

is the composition of *accidissent*, *consci*, *injuriarum*?

is the force of *num*?

late:

ndium meditati illi sunt, qui feruntur, labores tui: jacere hum
 adum stuprum, verum etiam ad facinus obeundum; vigilare, no
 somno maritorum, verum etiam bonis occisorum. Habeas ul
 claram tuam patientiam famis, frigoris, inopiae rerum omnium
 napore confectum esse senties. Tantum profectum, cum te
 azul potius tentare, quam consul vexare rampublicam posset
 mset a te scelerate susceptum, latrocinium potius quam bellu

1. Give the principal parts of *feruntur*, *obsidendum*, *obscutum*, *senties*, *repuli*, and inflect the present indicative of *fero*.
2. Explain the case of *humi*, *insidiantem*, *bonis*, *famis*.
3. What is the construction of *jacere* and *vigilare*?

III. Translate:

At Cytherea novas artes, nova pectore versat
 Consilia, ut faciem mutatus et ora Cupido
 Pro dulci Ascanio veniat, donisque furentum
 Incedat reginam, atque ossibus implicet ignem;
 Quippe domum timet ambiguam Tyriosque bilinguis;
 Urit atrox Juno, et sub noctem cura recursat.
 Ergo his alligerum dictis affatur Amorem:
 'Nate, mee vires, mea magna potentia, solus,
 Nate, patris summi qui tela Typhoia temnis,
 Ad te confugio et supplex tua numina posco.
 Frater ut Aeneas pelago tuus omnia circum
 Litora jactetur odiis Junonis iniquas,
 Nota tibi, et nostro doluisti saepe dolore.

1. Decline *faciem*, *vires*, *pelago*, and state the gender of *pelago*.
2. Scan the first four lines, marking the divisions of the lines, and indicating the quantity of the syllables.

IV. Translate into Latin:

If Caesar were conscious of any wrong-doing, he would think he had been willing to forget the old disgrace, he would not have borne the memory of late injuries. Could he forget these? The more the memory, the more indignant he was. The Roman people ought to have without a cause. He said he remembered what the ambassadors were saying when the Helvetians attempted a march through the Province against the

MATHEMATICS.

Arithmetic.

1. Divide four hundred trillions six thousand two, and four hundred thousandths, by two hundred millions forty thousand and seven hundred six hundred-millionths.

2. From $\frac{2}{3} + 1\frac{1}{2}$ subtract $\frac{4\frac{1}{2}}{10\frac{1}{2}}$

3. Find the greatest common divisor of 3139, 657, 5767.
4. In what time will \$480 at $4\frac{1}{2}$ per cent. amount to \$561.60?
5. Extract the square root of 0.2 to three places of decimals.

Algebra.

1. Divide $x + y + z - 3(xyz)^{\frac{1}{3}}$ by $x^{\frac{1}{3}} + y^{\frac{1}{3}} + z^{\frac{1}{3}}$.

2. Reduce $\frac{x^2 - 3x - 4}{x^2 - 4x - 5}$ to its lowest terms, and

$\frac{\frac{a}{b}}{\frac{c}{d}} \cdot \frac{e}{f} + \frac{g}{h}$ to a simple fraction.

3. Expand $(2m^2 + c^3)^5$ by the binomial formula.

4. Reduce $\frac{11\frac{1}{2} + 13\frac{1}{2}}{7\frac{1}{2} + 5\frac{1}{2}}$ to an equivalent fraction having a rational denominator.

5. What number is that to which if a , b , and c , be severally added, the first sum divided by the second shall equal the second divided by the third.

Geometry.

1. State and prove what is the measure of an angle included between two secants to a circumference.

2. Solve the problem, "On a given line to construct a segment which shall contain a given angle," and demonstrate the process.

3. Prove that triangles having their sides either respectively parallel or perpendicular to each other are similar.

4. State and prove how the bisector of either angle of a triangle divides the side opposite the bisected angle.

5. What is the approximate numerical value of the symbol π ? What two magnitudes does it represent? What two ratios?

10. EXAMINATIONS.

1. Entrance examinations, June eighteenth, nineteenth, and September twelfth, thirteenth.

2. Progressive examinations, at the close of each term on the studies of the term.

3. Graduating examinations, for degrees, are held four weeks before Commencement.

For absence from these examinations, or failure, the student may be sent back or conditioned.

11. MODE OF INSTRUCTION.

Three daily recitations, conducted by lectures and oral instruction on the part of the Professor; and by recitations, black-board exercises,

essays, written reports and oral reports on the part of the pupil. Text-books excluded when the subject allows. The pupil is thrown upon his own resources, is required to take up his theme, and give his exposition of it, or to reproduce what the officer has dictated. Omissions and deficiencies may be supplied by question and answer.

12. DISCIPLINE.

This is administered by the president and faculty. But each professor grades daily the standing of the student in scholarship, and marks known delinquencies in scholarship, morals and general conduct.

13. GRATUITOUS AID.

By Smith's scholarships ..	\$1,500 00
By university scholarships ..	3,106 00
By university awards ..	495 00
By educational societies ..	8,824 58
	<hr/>
	\$13,925 58
	<hr/>

14. STATUTES AND BY-LAWS.

Charter, university laws and catalogue are herewith forwarded.

15. DESCRIPTION AND VALUE OF COLLEGE BUILDINGS.

Alumni hall ..	\$30,000 00
President's house and lot ..	8,000 00
Fifty-five acres of land ..	7,000 00
East college and west college ..	25,000 00
University boarding hall, farm and professor's house.	15,000 00
Library, 10,000 volumes ..	20,000 00
Museums ..	10,000 00
Chemical and philosophical apparatus ..	5,000 00
Colgate hall ..	50,000 00
	<hr/>
	\$170,000 00
	<hr/>

16. OTHER COLLEGE PROPERTY.

Prize and scholarship funds ..	\$14,800 00
Library funds ..	25,000 00
Colgate improvement fund ..	10,000 00
Trevor educational fund ..	40,000 00
Coray professorship fund ..	6,000 00
Bleecker professorship fund ..	15,000 00
Trevor and Colgate professorship fund ..	50,000 00
Trevor and Colgate academical fund ..	30,000 00

Colgate presidential and trust fund	\$100,000 00
General endowment fund.....	114,588 00
	<hr/>
	\$405,388 00
	<hr/>

Invested as follows;

Mortgages on real estate	\$125,948 00
Stocks and bonds.....	125,200 00
Bonds, personal	7,000 00
Notes of investment	8,240 00
Mich. Cent. 7's.....	45,000 00
State bonds.....	94,000 00
	<hr/>
Total of interest bearing securities.....	\$405,388 00
	<hr/>

17. DEBTS. — None.

18. REVENUE OR INCOME.

Interest account.....	\$27,894 06
University bills	2,777 50
Prizes and scholarships, not embraced in interest account..	657 50
Col. M. L. Smith's scholarships.....	1,500 00
B. E. S. S. N. Y.....	146 48
Colgate academy account.....	4,539 03
	<hr/>
	\$37,514 57
	<hr/>

19. EXPENDITURE.

College salaries.....	\$21,250 00
Scholarships	3,106 00
Prizes, \$472 ; library, \$1,082.53	1,554 53
Janitor's salary.....	480 00
Expense account, repairs and improvements.....	2,088 82
Insurance	100 00
B. E. S. S. N. Y.....	146 48
Smith scholarships.....	1,500 00
On Colgate Academy account.....	5,641 34
	<hr/>
	\$35,817 17
	<hr/>
The Centennial Fund of 1876, counted in No. 16.....	102,000 00
	<hr/>

20. TABULAR STATEMENT.

1. A classical course.	
2. A scientific course.	
Number of collegiate departments	9
Number of professors.....	10

Number of collegiate students.....	
Number of graduates last Commencement.....	
Whole number of graduates	
Value of college buildings and grounds.....	
Value of library, apparatus and museum.....	
Value of other college property.....	
Revenue of the last collegiate year	
Expenditure of last collegiate year.....	
Amount of debts	

21. PRICE OF TUITION.

College tuition, ten dollars per term, or per year, thirty dollars per term, or per year, ninety dollars. Incidental expenses, three dollars per term, or per year, nine dollars. Board, three dollars and twenty-five cents to three dollars and fifty cents per year, \$120.

CONCLUSION.

The above report is made under a standing rule by which the report of the faculty and of the treasurer, to the corporation of the college, are to be the report of said corporation to the Regents.

Respectfully submitted.

[L. S.]

P. B. SPEAR
H. H. KEITH

VII. ST. JOHN'S COLLEGE, FORDHAM.

To the Regents of the University of the State of New York:

The trustees of St. John's College, Fordham, N. Y., in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 19th of June, 1876, being the day of the annual commencement, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during said year, as established by the trustees, were the following :

1. Evidences of Religion. 2. Ethics, Civil, Political and International Law. 3. Logic and Metaphysics. 4. Natural Philosophy and Higher Mathematics. 5. Chemistry and Natural History. 6. Rhetoric and General Literature. 7. Belles Lettres. 8. English Literature. 9. Geometry and Algebra. 10. Classics. 11. History.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

The following is a list of the trustees of the college, with their respective places of residence :

Very Rev. Theophilus Charaux, 49 West Fifteenth street, New York.

Rev. Augustus Thebaud, 49 West Fifteenth street, New York.

Rev. Joseph Shea, 49 West Fifteenth street, New York.

Rev. David Merrick, 49 West Fifteenth street, New York.

Rev. Joseph Loyzance, St. Joseph's Church, Troy, N. Y.

Rev. John Fitzpatrick, St. Joseph's Church, Troy, N. Y.

Rev. Frederick W. Gocklen, Fordham, N. Y.

Rev. John Treanor, Fordham, N. Y.

Rev. Nicholas Hanrahan, Fordham, N. Y.

The last meeting was held on the 28th of October, 1875, at which the following trustees were present : Rev. F. W. Gocklen, Chairman ; Very Rev. Charaux, Rev. A. Thebaud, Rev. J. Shea, Rev. J. Fitzpatrick, Rev. J. Treanor, Rev. J. Loyzance, Rev. N. Hanrahan.

There was also a special meeting held on the 31st of January, 1876, at which the following trustees were present : Rev. F. W. Gocklen, chairman, Rev. A. Thebaud, Rev. J. Loyzance, Rev. J. Shea, Rev. D. Merrick, Rev. J. Treanor, Rev. N. Hanrahan.

The faculty of said college, including all persons charged with the duty of giving instruction therein during said year, consisted of a president, vice-president, professors for the undergraduate course and for the other courses; in all 100 professors. The other officers charged with duties therein other than those of public instruction during said year, were a treasurer, librarian, chaplain and disciplinarians.

The names of the several persons holding offices or places in said college during said year, with the offices or places held by them respectively, were as follows :

Rev. F. W. Gockeln, S. J., President.

Rev. Peter O. Racicot, S. J., Vice-President, Prefect of Studies, Chief Disciplinarian.

Rev. Nicholas Hanrahan, S. J., Treasurer.

Rev. Frederick Lopinto, S. J., Librarian, Professor of the undergraduate course of Ethics.

Rev. Edward Doucet, S. J., Professor of the undergraduate course of Mental and Moral Philosophy.

Rev. Michael P. Costin, S. J., Chaplain, Professor of Science and Higher Mathematics.

Rev. Maurice Ronayne, S. J., Professor of History and of Religion; Moderator of the Historical Society.

Rev. John J. McAuley, S. J., Professor of Rhetoric, President of the Debating Society, Moderator of the Dramatic Association.

Rev. John A. Cunningham, S. J., Professor of Belles Lettres.

Rev. George B. Kenny, S. J., Professor of Classics.

Rev. Hugh D. Langlois, S. J., Professor of First Grammar.

Oliver Neault, S. J., Professor of Second Grammar.

Mr. John P. McAuley, Professor of Third Grammar, of Book-keeping.

Ernest Desjardins, S. J., Professor of the Special Course, Director of Music.

Rev. John H. Finnegan, S. J., Professor of English Literature and of First English Grammar.

Mr. Francis J. Jones, Professor of Trigonometry, and of Algebra.

Mr. James Curran, A. B., T. C. D., Professor of Second Grammar.

Mr. Thomas W. Wallace, Professor of Preparatory.

Francis Engel, S. J., Professor of Penmanship, of Geometry and Drawing.

Julius Mace, S. J., Professor of Music.

Mr. Felix Simon, Professor of Vocal and Instrumental Music.

isher, Professor of Elocution.

Purroy, A. B., M. D., Attending Physician.

vanagh, S. J., Patrick A. Halpin, S. J., George E. Quin,

Professor of Arithmetic; Peter P. Kerr, S. J., Professor of Arith-

William F. McTammany, Mr. Hamilton S. Quin, Mr. John

, Mr. James F. Flood, Assistant Disciplinarians.

450 were given as salary. Those who have direction of the
it gratis.

3. NUMBER OF STUDENTS.

number of students, undergraduates, in said college during
as 178. Of this number, thirty-one left during the year;
they could not pay their bills, others because they were
their parents, and a few on account of ill health. There
the close of the year 147. The number of graduates at the
commencement, held on the 19th day of June, 1876, was twenty-

number of graduates of the college is 408.

ates of the past year, so far as we know, embraced liberal

num age of undergraduate was twenty-five, the minimum
age age of undergraduates, nineteen. The maximum, age of
s was twenty-two, the minimum eighteen; average, twenty.

4. CLASSIFICATION OF STUDENTS.

nts who were undergraduates in said college during said
classified as follows, viz.:

.....	22
.....	12
.....	17
.....	8

students were divided in the grammar and English courses.

5. COMMENCEMENT EXERCISES.

ring is a copy of the scheme of the last Commencement:

June 19, 1876.

THIRTY-FIRST ANNUAL COMMENCEMENT.

A. M. D. G.

ORDER OF EXERCISES.

OVERTURE.

A Nation's Centenary.

Birth..... Joseph A. Maher

	MUSIC.	
Our Country's Literature.....		W
	MUSIC.	
Our Country's Future.....		Joe
	MUSIC.	
Catholicity in America		
	MUSIC.	
Our Country (a poem) Valedictory.....		
	MUSIC.	
	<i>Conferring of Degrees.</i>	
Address to the Graduates.....	Rev. Francis J. Freel, D. D.	
	MUSIC.	
	<i>Award of Medals.</i>	

The degrees conferred were as follows :

1. Degrees in Course. — The degree of A. B. was conferred on J. Jones, New York city; Joseph V. Sweeney, Lawrence, Mass.; H. Hunt, Brooklyn, L. I.; John J. Quinn, Hartford, Conn.; John J. Cloonan, Rondout, N. Y.; Joseph A. Maher, Dover, N. H.; Walter J. Flattery, Detroit, Mich.; John F. Hamilton, New York city; Christopher B. Hendrick, Westchester, N. Y.; William J. Hendrick, Lawrence, Mass.; A. Joseph Myers, Baltimore, Md.; James J. Myers, Tampa, Fla.; Daniel G. Cooney, Syracuse, N. Y.; Louis J. Morrisania, N. Y.; John W. Coogan, Windsor Locks, Conn.; J. Reilly, New York city; George P. O'Callahan, Westchester, N. Y.; George W. Colligan, New York city; Timothy J. Doolittle, New Conn.; Christopher B. O'Reilly, Westchester, N. Y.; Francis J. Detroit, Mich.

The degree of A. M. was conferred on Timothy F. New York city; Rev. James E. Bobier, A. B., '69, Brooklyn; George McCreery, A. B., '74, Belleville, N. J.; Joseph I. A., '74, Albany, N. Y.; Robert F. Touhey, A. B., '74, Chicago.

2. Honorary degrees. — The degree of Doctor of Laws was conferred on Edward Bermudez, A. M., LL. B., New Orleans, La., in the Order of Pius IX.

6. COLLEGE TERMS OR SESSIONS.

The terms or sessions for studies in said college during the following :

The first term began on the first Wednesday of September and ended January thirty-first.

The second term began February first and ended June t

The commencement day was earlier, on account of the centennial celebration.

The following is a copy of the calendar for the next collegiate year :

Ordinary recreations every Thursday from September until November first, and from Easter until the close of the year.

From November first until Easter, every Tuesday and Thursday afternoon.

Vacation.—First, from December twenty-second until January third ; second, from the last Wednesday in June until the first Wednesday in September.

There are also some celebrations during the year, such as Washington's birthday, etc.

7. SUBJECTS, OR COURSE OF STUDY.

The instruction furnished by said college is of two kinds, classical and commercial.

Classical Course.

1. Third grammar class.—Latin : Elements, Bullions' and Morris' Latin grammar, Viri Romæ. Greek : The elements of this language are taught in the second term. English : Bullions' grammar exercises, spelling defining, reading, memory recitations. French : Keetel's New Method. History : Short history of the United States. Geography : Cornell's Geography. Arithmetic : Davies' Universal Arithmetic. Writing : Lessons. Christian doctrine : Literal study of a small catechism, with explanations by the professor.

2. Second grammar class.—Latin : Bullions' Grammar (continued) ; Bullions' Exercises, Nepos, Phædrus, Select Lettres of Cicero. Greek : Kendrick's Bullions' Greek Grammar, Æsop's Fables, Kendrick's Greek Ollendorff. English : Bullions' Grammar, Metropolitan Fourth Reader exercises. French : Keetel's new method (continued) exercises. History : Fredet's Ancient History. Geography : Cornell's Intermediate Geography. Writing : Lessons. Arithmetic : Davies' (continued). Christian doctrine : Literal study of catechism ; explanations by the professor.

3. First grammar class.—Latin : Grammar (continued), Bullion's Exercises, Ovid's Metamorphoses, Tristia, Virgil's Bucolics, Georgics, Cæsar's Commentaries, Sallust's Catiline. Greek : Bullion's Grammar (continued), Greek Ollendorff, Lucian's Dialogues, Xenophon's Anabasis. English : Grammar (continued), Murray's Exercises, Reading, Elocution. French : Keetel's New Method (continued), Telemachus, exercises. History : Fredet's Ancient History (continued). Mythology : Irving's Catechisms of Mythology. Arithmetic : Davies' (continued).

Book-keeping : Bryant and Stratton's. Writing : Lessons in doctrine : Catechism, explanation by the professor.

Undergraduate Class.

4. *Classics.*—Latin : Syntax reviewed, Idioma, exercises in verse, Sallust's Jugurtha, Virgil's Eneid, Cicero in Verre. Grammar completed, Xenophon's Cryopedia, Herodotus, Odyssey. English : Grammar, Quackenbos' Composition from the best English authors, committed to memory. French : Keetel's New Method, Telemachus, exercises. Fredet's Modern History. Algebra : Davies' University. Drawing : Optional. Christian doctrine : Gaume's Catechism of Conscience.

5. *Belles Lettres.*—Latin : Precepts of Latin elegance in verse, Livy, Horace, Virgil, Cicero, Terence, Plautus. Greek : Principles of Greek style, Plato's Phædo, Thucydides, Euripides, Iliad. English : Lectures on English style, analysis of the best epistolary, descriptive, narrative essays, etc, elocution, Pope's Criticism, committed to memory, History of English Literature. French : Chapsal's Reader, exercises. History : Fredet's Modern History (continued). Geometry : Davies' Legendre. Book-keeping : Optional. Christian doctrine : Gaume's Catechism of Penance. Chemistry : Rolfe and Gillet.

6. *Rhetoric.*—Latin : Cicero de Oratore, ad Brutum, Horace, Persius, Tacitus, composition in prose and verse. Greek : Demosthenes, Sophocles, Pindar, Longinus, Æschylus, composition in verse. The professor gives daily lectures on the principles of rhetoric, construction of a discourse, etc. All that is most valuable in modern treatises of rhetoric is unfolded to the students. The best speeches in Goodrich's British Eloquence are analyzed and committed to memory. The utmost attention is given to English composition and elocution. Debates are held every week. French : Boileau, Flechier's discourses. History : The Professor of History lectures to the class twice each week. Mathematics : Davies' Trigonometry, Loomis' Analytical Geometry. Chemistry : Rolfe and Gillet. Religious instruction : Weekly lectures on the principles of religion.

7. *Philosophy.*—Mental Philosophy : first term, Logic and Metaphysics, second term, Cosmology, Psychology and Theodicy. The lectures are given in Latin, and the students are required to speak Latin, and defend their theses every week in that language. Such defense is made before the faculty. Natural Philosophy : Snell's Olmsted. Mathematics :

Church's Calculus. Mechanics, Peck's. Astronomy: Loomis' Treatise on Astronomy. Elocution: Lessons. Debating society. History: Lectures. Religious instruction: Weekly lectures on the evidences of religion.

These four under-graduate classes correspond to the Senior, Junior, Sophomore and Freshmen classes of other colleges.

III. *Post-Graduate Department.*

First term: Ethics. Second term: Civil, political and international law. In this, as well as in the first year of philosophy, the students are obliged to defend their theses, both in class and before the faculty, against some of their own number, or against professors and others appointed to attack them. Such discussions are usually carried on in Latin. The members of this class are required to write dissertations and essays, in English, on the various matters of their course. At the end of the second term, essays on three different subjects, already treated in class, are written, and to the best is awarded a gold medal worth fifty dollars. Various branches of natural sciences, and the modern languages, can be studied in this course. To this year is also reserved the history of philosophy.

Commercial Course.

This course embraces all the branches of a good English education. It is completed in four years. However, all that is absolutely necessary for mercantile purposes can be learned in the first and second years; especially when students have previously been subjected to the training of the two preparatory classes. The third and fourth years are destined for young men who seek something higher than what is taught in an ordinary English school.

First year. — English: Grammar, letter writing, narrations, elocution. French: Keetel's New Method. History: Fredet's Ancient History. Geography: Cornell's Geography. Arithmetic: Davies' University Arithmetic. Writing: Lessons. Book-keeping: Bryant and Stratton's Course (single entry). Catechism: Short Catechism.

Second year. — English: Grammar, Quackenbos' English Composition. French: Keetel's New Method (continued), Perrins' Tables. History: Fredet's Modern History. Geography: Cornell's Geography. Mathematics: Algebra, geometry. Book-keeping: Bryant and Stratton's Course (double entry). Catechism: Gaume's Catechism of Perseverance.

Third year. — English: Rhetoric, History of English Literature, debating society. French: Keetel's New Method (continued): Chap-sal's Reader. History: Modern History. Mathematics: Trigonometry,

surveying. Natural Sciences: Botany, Physiology. Chemistry and Gillet's Chemistry. Book-keeping: Single and double (reviewed). Religious instructions: Evidences of Religion.

Fourth year.—Philosophy: Mental and Moral Philosophy. Essays, debating society. French: Bossuet's and Flechier's Discourses. Natural Philosophy: Snell's Olmsted. Mathematics. Astronomy: Loomis' Treatise on Astronomy. Figures. Religious instruction: Evidences of Religion.

Students of this course can obtain the degree of Bachelor provided they pass satisfactorily the required examinations. They also study German, Spanish and Drawing, but these are at extra charges. Besides, there are in the college some special classes, viz.:

1. A special Latin class, which is intended to advance young men who come too late in the year, or are too old to enter the ordinary classes. The students of this class are promoted to the ordinary classes, which their success in the January or June examination entitles them to enter.

2. Two preparatory classes, in which young boys are fitted for either of the college courses of study.

3. A special class for Spaniards and others who do not speak enough of English to allow them to take rank in the ordinary classes.

4. Special classes for French, German and Spanish.

8. EXERCISES.

Besides the rhetorical exercises belonging to the Junior and Senior classes, there are weekly declamations and competition in all the classes. At the beginning of every month the rank and merit of each student is publicly proclaimed before the assembled faculty and students.

Every Friday there is a written competition in all the classes of the Senior. The copies are examined, and rank is assigned according to merit.

Declamation is taught in all the classes on every Saturday.

Class exhibitions, dramatic and literary entertainments, are given during the year.

The debating and historical societies afford abundant literary exercises to the Juniors and Seniors.

There are two reading rooms for the students in which they may find several periodicals, magazines and newspapers, home and foreign.

The students' library, which increases every year, contains over 4,500 valuable books on literature, science and history.

Every Sunday a sermon is preached in the college chapel.

the students. The students are separated into three divisions, according to their age and physical development, and as the college grounds are large and favorably situated, every division has its own gymnasium, together with ample scope for bathing, skating and out-door exercise of every kind.

9. EXHIBITIONS AND PRIZE CONTESTS.

There are only two public exhibitions during the year, namely, one in February or later, as the season suits, and the other on Commencement day.

As yet, no prize has been founded in this college. All the prizes which are awarded at commencement day, and which consist of gold and silver medals and books, are given by the college, with the exception of the gold medal annually bestowed upon the writer of the best biographical essay. This medal has hitherto always been given by some friend of the college.

Mr. Joseph Vincent Sweeney, of Lawrence, Mass., was the successful competitor at the last Commencement.

10. EXAMINATIONS.

Every new comer on entering the college is examined and then sent to the class for which he is judged to be fit.

There are two general examinations during the year, namely, one before the close of each term.

These examinations are oral. Every student must, if he desires advancement, answer satisfactorily, on all the branches taught in his class. These examinations are carried on by boards, before which only one student appears at a time. Failure before these boards sends the student at the January examination to the class immediately below that in which he fails, and in June it debars him from advancement.

Candidates for graduation are always refused the usual diploma when they do not satisfy the examiners. No student who fails is admitted to another examination within the same year.

11. MODE OF INSTRUCTION.

Text-books are used for all the branches of studies, except in the public lectures on History and on the Evidences of Religion. However, even in these two branches the students are required to keep notes, to answer at recitations, write competition papers and undergo examination twice during the year.

There is a great deal of writing in the shape of themes, literary and oratorical analysis, parsing and translating of the various authors used in the classes. All the students are constantly interrogated on the subjects to which they devote their attention.

12. DISCIPLINE.

The general rules of discipline require the students to know of the college, which are read and explained publicly twice a year. No student is to leave the college bounds without permission, and to respect all officers who preside over them. Appeals to honor and to the influence of religion are found to be the most efficacious. The punishment usually inflicted for the short-comings of a student consists in depriving him of some of his recreation, extra literary labor, public reprimands, etc.

Persistent idlers and those who repeatedly refuse to obey are expelled.

The common causes of dismissal from the college are drunkenness, immorality, refusal to obey, etc.

13. GRATUITOUS AID.

Hitherto no fund has been established for the education of indigent students. Still, the college performs every year some acts of gratuitous aid.

14. STATUTES OR BY-LAWS.

The board has framed no statutes or by-laws. It leaves to the faculty the adoption and enforcing of such disciplinary rules as they may deem necessary for the good order of the college.

15. DESCRIPTION AND VALUE OF COLLEGE BUILDINGS,

For details on this point we respectfully refer to former reports. No change has occurred.

16. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

No change since last report.

17. DEBTS.

Total amount of floating debt and mortgage, \$146,293.90.

18. REVENUE.

The college possesses no other revenues than what results from the fees of the students for board and tuition, and the products of the farm and garden.

Received for board and tuition.....	\$
From the farm and garden.....	
Amount due by students for last term bills	
Total.....	\$

19. EXPENDITURES.

Taxes	\$1,150 70
Interest	6,899 02
Fuel, gas	5,972 73
Insurance and repairs	5,402 52
Board of students	43,138 22
Salaries and expenses of the faculty	11,689 97
Extraordinary repairs	1,343 12
Total	<u>\$75,596 28</u>

20. TABULAR STATEMENT.

Number of courses of study	8.
Number of professors and tutors	18
Number of collegiate students	178
Number of graduates at last Commencement in course...	26
Honorary	1
Whole number of graduates	408
Value of college buildings and grounds, at least.	\$500,000 00
Value of the library and apparatus	30,000 00
Revenue for the last collegiate year	77,819 61
Expenditures for the last collegiate year	75,596 28
Amount of debts of the college	<u>146,293 90</u>

21. TUITION.

Day scholars	\$60 00
Boarders, for board and tuition	300 00
Washing and bedding	30 00
Entrance fee	10 00
Medical attendance	5 00
Use of chemical and physical apparatus	<u>5 00</u>

22. REMARKS.

Nothing.

23. CLOSE OF THE REPORT.

The above report was made by the trustees at a regular meeting of their board held at St. John's College, Fordham, N. Y., on the 5th day of October, 1876, at which time they authorized the chairman and secretary of the board and the treasurer of the college to have the above report transcribed, to sign it and affix thereto the seal of the board, and forward the same to the Regents of the University.

[L. S.]

F. WM. GOCKELN, S. J., *Chairman.*

N. HANRAHAN, S. J., *Treas. and Sec'y.*

VIII. UNIVERSITY OF ROCHESTER, ROCHESTER, MONROE COUNTY.

To the Regents of the University of the State of New York:

The trustees of the University of Rochester, in compliance with the requisition of the Regents of the University, submit the following report for the collegiate year ending June 28, 1876, containing a true state of facts, showing the progress and condition of the University of Rochester during and at the close of said year, in the several subject-matters, as follows, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

1. Intellectual and Moral Philosophy. 2. Greek Language and Literature. 3. Mathematics and Natural Philosophy. 4. Chemistry. 5. Modern Languages and Literature. 6. Rhetoric, Logic and English Literature. 7. Mathematics. 8. Latin Language and Literature.

2. TRUSTEES, FACULTY AND OTHER OFFICERS.

Trustees.

John B. Trevor, president, Yonkers.
 Rev. Edward Bright, D. D., vice-president, Yonkers.
 William N. Sage, secretary and treasurer, Rochester.
 Smith Sheldon, New York.
 Roswell S. Burrows, Albion.
 Hon. Elijah F. Smith, Rochester.
 Elon Huntington, Rochester.
 Gen. John F. Rathbone, Albany.
 Lewis Roberts, Tarrytown.
 Henry W. Dean, M. D., Rochester.
 Daniel C. Munro, Elbridge.
 Rev. V. R. Hotchkiss, D. D., Buffalo.
 Edwin O. Sage, Rochester.
 Hon. Hiram Sibley, Rochester.
 Martin W. Cooke, Rochester.
 Francis A. Macomber, Rochester.
 Rezin A. Wight, New York.
 Hon. Freeman Clarke, Rochester.
 Edward M. Moore, M. D., LL. D., Rochester.
 Hon. Samuel J. Tilden, New York.
 Hon. Russell Sage, New York.

Rev. Charles DeW. Bridgman, Albany.

Jacob F. Wyckoff, New York.

John P. Townsend, New York.

Faculty and other Officers.

The faculty of the university, including all persons engaged in giving public instruction therein, during the past year, consisted of a president and seven professors. The other officers or servants of the university, charged with duties other than those of public instruction, during the said year, were a secretary and treasurer, librarian, assistant librarian and janitor.

Martin B. Anderson, LL. D., President, Burbank-Professor of Intellectual and Moral Philosophy.

Asahel C. Kendrick, D. D., LL. D., Munro-Professor of the Greek Language and Literature.

Isaac F. Quinby, LL. D., Harris-Professor of Mathematics and Natural Philosophy.

Samuel A. Lattimore, Ph. D., LL. D., Professor of Chemistry.

Albert H. Mixer, A. M., Professor of Modern Languages.

Joseph H. Gilmore, A. M., Professor of Logic, Rhetoric and English Literature.

Otis H. Robinson, A. M., Professor of Mathematics.

William C. Morey, A. M., Professor of the Latin Language and Literature.

Otis H. Robinson, A. M., librarian.

Samuel A. Lattimore, Ph. D., LL. D., curator of the cabinets.

William N. Sage, A. M., secretary and treasurer.

E. Withall, janitor.

3. NUMBER OF STUDENTS.

The whole number of students in the university during the past year was.....	160
Honorably dismissed.....	0
Deceased	0
Left for inability to maintain their standing in their classes, or from illness and by permission	2
Remaining at the close of the year.....	158
Graduates at last Commencement.....	36
Students at the date of this report.....	163
Whole number of graduates	<u>602</u>

There were no students under fourteen years of age. The average age of the graduating class was twenty-two.

4. CLASSIFICATION OF STUDENTS.

The students of the university during the past year were as follows :

Seniors	
Juniors	
Sophomores	
Freshmen	
Special students in analytical chemistry	

5. COMMENCEMENT EXERCISES.

ORDER OF EXERCISES.

Prayer.

Music.

The Significance of the Wesleyan Movement.....	Edwin Haskins
Commercial Integrity.....	Thomas Augustus Taylor,
The Golden Age in the Future, not the Past..	Arthur B. Griffen, S.
Webster's Reply to Hayne	John Betts C.

Music.

Agassiz as an Interpreter of Nature.....	George Washington C.
Wages and Capital.....	Horace Johnson Tut
Imagination in History.....	Fred. Augustus Vanderburgh,
The Emancipation of the National Conscience...	Joseph Tilden A.

Music.

The Eloquence of Mirabeau.....	William Robertson V
Reciprocal Agencies in Modern Society.....	Nathan Weldenth
The Element of Time in Social Reform.....	Benjamin Reynolds
The Poetry of Human Brotherhood.....	Frank Julius

Music.

The Essential Unity of Law and Religion.....	Frank Lemoine
The Financial Basis of Government.....	Charles Wilder G
The Literary Influence of the English Bible.....	Edward Clare D
Scholarship in Politics.....	Horace Holmes Hun

Music.

Conferring of Degrees.

ADDRESS BY THE PRESIDENT.

DOXOLOGY.

Praise God from whom all blessings flow;
Praise Him all creatures, here below;
Praise Him above, ye heavenly host;
Praise Father, Son and Holy Ghost.

Candidates for the Degree of A. B.

Charles Wisner Adams,	Harvey Blanchard Johnson,
Joseph Tilden Alling,	Edwin Haskins King,
George Preston Barton,	Burton MacAfee,
Frank Julius Bellamy,	James Albert Raynsford,
Benjamin Reynolds Bulkley,	Thomas Moore Rochester,
John Betts Calvert,	Fletcher Joshua Sherman,
Morey Smith Collier,	Thomas Augustus Taylor,
George Washington Coon,	Horace Johnson Tuttle,
William Kendrick Dean,	Fred. Augustus Vanderburgh,
Edward Clare Dodge,	William Richardson Vosburgh,
Charles Wilder Gorton,	Frank Dinwiddie Vreeland,
Arthur B. Griffen,	William Hall Wamsley,
Howard B. Grose,	Nathan Weidenthal,
Horace Holmes Hunt,	Fred. Potter Wilcox,
	Frank Lemoine Wilkins.

Candidates for the Degree of B. S.

Louis Amory Amsden,	George Edwin Eldredge,
Orlando Elmer Clark,	Horatio Nelson Peck,
	Joseph Walmsley.

Committee of Award for the Davis Prize Medals.

President Lemuel Moss, D. D., George F. Danforth, Esq., the Rev. Corliss B. Gardner.

6. COLLEGE TERMS AND SESSIONS.

The terms or sessions for study in the said University, during the past year, were as follows:

First term, from September fourteenth, fifteen weeks; second term, from January third, thirteen weeks;—third term, from April fifth, twelve weeks.

Calendar, 1875–76.

First term ends, December twenty-second.

Second term begins, January third.

Day of prayer for colleges, January twenty-fifth.

Second term ends, March twenty-eighth.

Third term begins, April fifth.

Senior examination, May twenty-eighth and thirtieth.

Sermon before the Christian Association, June twenty-fourth.

Examinations for admission, June twenty-fifth and twenty-sixth.

Sophomore prize declamations, June twenty-fifth (evening).

Class-day, June twenty-sixth.

Oration and poem before the Alumni, June twenty-sixth.

Commencement, June twenty-seventh.

Examinations for admission, September twelfth.

First term begins, September thirteenth.

First term ends, December twenty-second.

7. COURSES OF STUDY.

Three courses of study are open to the members of the university.

1. The classical course, extending through four years; at the expiration of which time, those who have satisfactorily met the requirements of the faculty are admitted to the degree of Bachelor of Arts.

2. The scientific course, extending through four years, including Greek, and only so much of Latin as is essential to the successful prosecution of the modern languages and the mastery of scientific method. In the place of Greek and Latin, a more extended course is prescribed in physical sciences, mathematics, history and modern languages. Those who satisfactorily complete this course, are admitted to the degree of Bachelor of Science.

3. The eclectic course, designed for students who may desire to pursue the recitations of particular departments, without becoming candidates for degrees. Such students are admitted, provided they have the requisite preparation for the studies of those departments, and be subject to the laws of the university. This arrangement is designed to meet the wants of those whose age, or circumstances, may prevent their pursuing either of the regular courses, but who are desirous of acquiring the liberal culture which the studies of a portion of the college afford them. Special care is taken to give such pupils the instruction they require.

The course of study in each class, for the past year, was as follows:

Freshman Class.

First term — A daily recitation in Greek, the class reading from Xenophon's *Memorabilia*, and going through Kendrick's *Elementary Greek*; a daily recitation in Robinson's *New University Algebra*; a daily recitation in Latin, the class reading the first book of Livy with grammatical exercises and oral dissertations on the mythic and constitutional history of Rome.

Second term — A daily recitation in Greek, reading selected orations of Demosthenes; a daily recitation in mathematics, completing algebra, and the fourth, fifth and sixth books of Euclid's *Geometry*; a daily recitation in Latin, continuing Livy's history.

Third term — A daily recitation in composition and rhetoric; a daily recitation in mathematics, completing geometry and plane trigonometry; a daily recitation in Greek, reading selections from the Iliad of Homer. To this should be added, on Saturdays, lectures upon phonetic analysis, phonography and elocution, and exercises in declamation.

Sophomore Class.

First term — A daily recitation in Latin, reading selections from the odes, satires, and epistles of Horace, with lectures upon Roman Imperialism and the social life of the Augustan age; a daily recitation in French, with the use of Languellier and Monsanto's Practical French Course; a daily recitation in mathematics, completing trigonometry, surveying and navigation.

Second term — A daily recitation in mathematics, the class studying Loomis' Calculus; a daily recitation in Greek, reading select orations from Demosthenes; a daily recitation in German, with the use of Comfort's German Course and Reader.

Third term — A daily recitation in Latin, reading the Agricola and Germania of Tacitus, with lectures on Roman literature; a daily exercise in French, reading selections from the principal French authors; a daily exercise in German, completing the reader, and reading in addition Schiller's William Tell.

To this should be added lectures on medieval history on Saturdays during the whole year; and also a weekly exercise in English, embracing lectures on the origin and history of the language, and readings from Shakespeare and Milton.

Junior Class.

First term—A daily recitation in physics; a daily recitation in Greek, reading selections from the tragedians; a daily exercise in logic, instruction given mainly by lectures, with constant reference to Thomson and other authors.

Second term—A daily recitation in physics; a daily recitation in rhetoric, taught by lectures with reference to Whately and Theremin; a daily recitation in chemistry, using Roscoe's Chemistry, with lectures.

Third term—A daily recitation in Norton's Astronomy; a daily recitation in Latin, reading Cicero's "De Officiis," with lectures on Roman philosophy; a daily recitation in Greek, reading Longinus on the Sublime.

To this should be added lectures on Saturdays during the first and second terms, on chemical physics, and during the third term, on French and German literature.

Senior Class.

First term—A daily exercise in intellectual philosophy given mainly by lectures and examination; a daily exercise in comparative physiology, chiefly by lecture with use of Dalton; a daily exercise in Plato, with lectures on Greek philosophy, or the elective study of analytic chemistry.

Second term—A daily recitation in the history of civilization being given chiefly by lectures with the use of Guizot; a daily exercise, consisting of lectures and examinations in international moral philosophy; a daily exercise in the Institutes of Justinian, with lectures on the Roman law, or the elective study of analytical chemistry.

Third term—A daily exercise in constitutional law and political economy, with lectures; a daily exercise in geology, using lectures; a daily exercise in moral philosophy, with lectures.

To this should be added lectures given during the year on the history of art, the history of philosophy, and on physical geography.

Resident graduates.—The resident graduates pursue advanced studies under the instruction of the professors in such departments as the student may select.

Analytic chemistry.—Classes are formed from term to term for the study of analytic chemistry, consisting of such graduates and undergraduates as are permitted by the faculty to substitute this for some part of the prescribed course. A part of each day is spent by the professor of chemistry with these classes in the laboratory.

8. EXERCISES.

In English composition and delivery, the Seniors deliver original orations before the faculty and students of the university during the first and second terms, two of the class speaking each week.

The Juniors delivered original orations in the chapel during the third term of the year, two of the class speaking each week.

The Juniors and the Sophomores had a weekly exercise in the composition of essays under the criticism of the professor of rhetoric.

The Freshman class read essays in rotation during the third term.

In addition to weekly exercises in declamation, the Sophomores and Freshmen received a course of elementary instruction in public speaking, emphasis, modulation and rhetorical action. Oral and written exercises in Greek and Latin composition, with criticism before the faculty, were connected with the Greek and Latin recitations of the Sophomores and Freshmen.

9. PRIZES, EXTRA STUDIES, ETC.

The Davis Prize Medals.

The sum of \$1,000 has been given to the funds of the university by the Hon. Isaac Davis, LL. D., of Worcester, Mass., the annual income of which is, by the direction of the donor, to be expended in purchasing two gold medals of unequal value, to be given to the two members of the graduating class whose orations, on Commencement day, shall exhibit, respectively, the first and second grades of excellence in thought, composition and delivery combined.

The Stoddard Prize Medal.

Prof. John F. Stoddard (himself a distinguished mathematical instructor) has given to the university the endowment for a gold medal of the value of \$100, which is to be awarded to the student in each graduating class (having been three years a member of the university, and having maintained a good standing in all the studies of the curriculum) who shall have passed the best examination on the mathematical studies of the entire course, and also on some special topic to be assigned by the faculty; provided that such examination shall have attained to a certain absolute value.

The examination for the present year, will be on "The Problems at the close of Loomis's Analytical Geometry and Calculus." The topic for special investigation is "The Mathematical Theory of Vibrating Chords."

The Stoddard medal was awarded last year to F. A. Vanderberg, of the class of '76, for an examination on the Theory and Uses of the Pendulum.

The Davis Scholarship.

A scholarship, yielding seventy dollars a year, for the benefit of some indigent student, has been founded by the Hon. Isaac Davis, LL. D. The income of this scholarship is now available under certain conditions, affecting character and standing, prescribed by the founder.

Scholarships yielding Free Tuition.

By the payment to the treasurer of the university of \$1,000, a scholarship yielding free tuition forever to some deserving student can be established. The following gentlemen have availed themselves of this provision and founded scholarships which bear their respective names:

Abraham Sheldon, Esq., of Adams Centre; Elias Johnson, Esq., of Troy; Alanson J. Fox, Esq., of Painted Post.

Postgraduate Scholarships.

The University has received from Isaac Sherman, Esq., the sum of \$5,000 as a permanent endowment for a postgraduate scholarship in the Department of Political Economy; and John Townsend, Esq., of New York, has pledged the income of a like sum for a similar scholarship in the Department of Constitutional History of Political Institutions.

The Sherman Scholarship and the Townsend Scholarship are awarded to those two members of each graduating class who, at the beginning of the third term in the Senior year, pass the second-best examination, respectively, on some French treatise on Political Economy, and some German treatise on Political Institutions, to be designated by the faculty. No student can, however, receive these scholarships unless he has maintained an average of eight in all the studies of the six terms immediately preceding graduation, and an average of nine in History, Political Economy, and Constitutional Law. The sum of \$150 will be paid to the successful competitors at graduation, and an additional \$150 when he shall have presented to the faculty a thorough and original written discussion of some specially assigned economic theme.

The examination for the present year will be on Bluntschli's *de l'Economie Politique* and Bluntschli's *Geschichte des Staterecht*.

The City Scholarships.

In recognition of the interest taken by the citizens of Rochester in the establishment of the university, twelve scholarships, their holders to free tuition, have been granted to the city of Rochester by the board of trustees. These scholarships, to the number of three in each class, are awarded as prizes for excellence in the Rochester city schools, preparatory to college.

Senior Prize Essay.

A prize will be given to the member of each Senior class who presents the best essay upon a subject selected by the faculty.

The subject for the present year is: "The Social and Political Importance of the Vision of Piers Plowman."

The subject last year was Wordsworth's Place in Literature. The first prize was awarded to F. J. Bellamy of the Class of 1891.

The Dewey Prize Declamations.

Prizes are given for the best exercises in declamation by the members of the Sophomore class, those students only being allowed

whose standing and deportment are especially approved by the faculty. The funds for this purpose are derived from a bequest by the Rev. Dr. Beadle of Philadelphia, a pupil and friend of the late Dr. Dewey.

Extra Studies with Prizes.

Students whose absences do not exceed a certain percentage, and whose scholarship in all departments reaches a certain fixed standard, are permitted to pursue studies additional to the required curriculum, with a view to competition for prizes.

Junior class — A prize will be given to the member of the Junior class who shall pass the best examination upon some portion of a Greek author, selected by the faculty, which shall have been read in addition to the regular and required course of Greek studies.

The examination for the present year will be on Plutarch's Life of Solon, with an essay on the Constitution of the Athenian Courts of Justice.

For an examination last year on Selections from Felton's Modern Greek Writers, the first prize was awarded to E. C. Akin, and the second prize was equally divided between James L. Cheney and George B. Stevens, of the Class of '77.

Sophomore class — A prize will be given to the member of the Sophomore class who shall pass the best examination upon some portion of a Latin author, selected by the faculty, which shall have been read in addition to the regular and required course of Latin studies.

The examination for the present year will be on The Tenth Book of Pliny's Letters, with an essay on the Provincial System of Rome under the Emperor Trajan.

For an examination last year on the Fourth Book of the De Civitate Dei of Augustine, the first prize was awarded to C. M. Brink, and the second prize to Ransom Harvey, of the Class of '78.

Freshman class — A prize will be given to the member of the Freshman class who shall pass the best examination in mathematical studies, selected by the faculty, in addition to the regular and required course of mathematical studies.

The examination for the present year will be on Ray's Higher Algebra.

For an examination, last year, on Symmetrical Functions of Roots and Theory of Eliminations, as developed in Todhunter's Theory of Equations, the first prize was awarded to C. D. Crandall, of the Class of '79, with honorable mention of Louis Spahn.

Extra Studies without Prizes.

Students whose absences do not exceed a certain percentage, and whose scholarship in all departments is such that their attention can be

diverted from their regular studies without detriment, and to pursue studies additional to the required curriculum, upon the sanction of the faculty, without competition for prizes. The prosecution of such studies — which will be tested by examination — is distinguished by honorable reference in the annals of the university. The intention to study for honorable mention in the course of study to be pursued, must be approved, in advance, by the faculty, and no honorable mention will be given for studies not fairly equivalent, both in quantity and quality, to a department for one term in the department in which the student proposes to study for honors.

10. EXAMINATIONS.

Each class is publicly examined at the close of each semester. The examination is conducted by the officer in charge of the department, in the presence of the president and members of the faculty, and visitors as are in attendance.

The examinations are conducted by a combination of oral exercises, half a day being devoted to each class in the examination.

11. MODE OF INSTRUCTION.

In the Sophomore and Freshman classes, the instruction is given by the text-books, accompanied by a searching analysis of the text, and subject studied.

In those English studies which admit of it, the student is required to give, in his own words, an outline of the author studied. The questions of the teacher, being supplementary, are designed to test the student's conception of the author's ideas, and the independence of thought which the student himself may have developed on the subject of discussion.

In the higher classes, lectures are constantly connected with the subjects studied in the text-books.

Lectures are given during the year on the following subjects:

1. English language and literature. 2. Natural philosophy. 3. Chemistry. 4. Geology. 5. Mineralogy. 6. Botany. 7. Zoology. 8. Ancient, medieval and modern history. 9. Greek and Latin literature. 10. Greek and Roman philosophy. 11. Roman law. 12. Intellectual and moral philosophy. 13. Political economy. 14. Philology. 15. Æsthetics and the history of the fine arts. 16. French and German literature.

With a few exceptions, the students are examined on the substance of the matter of the lectures as well as the text-books.

The recitations are held ordinarily from 9 A. M. to 12 M.,

ption of Saturday, on which the exercises are some-

12. DISCIPLINE.

the university is chiefly moral. There is no written conduct of the students, and the faculty rely mainly on moral suggestions, and personal association and influence on the part of the students, propriety of conduct and behavior.

When, faithfully applied, have failed, it is considered as a student is unfit for the association and privileges of a member. The parents and guardians are requested quietly to remove the student from the university.

The university dispenses with college dormitories as a necessity, and experience thus far has shown that a residential religious families is every way more desirable for actual attendance on all the required exercises is diligent. An exact record of all absences and delinquencies, as well as, is kept, together with an estimate of the excellence of the work. These records form a history of each student during his residence.

13. GRATUITOUS AID.

Twenty-five, \$1,000 each, have been endowed for the use of Christian ministry. Forty such students have received aid each year. Twelve free scholarships have been guaranteed by the schools of the city of Rochester. Three are selected by the faculty, from these schools. The effect of this aid has been stimulating and salutary.

ESTIMATE AND VALUE OF COLLEGE BUILDINGS, ETC.

Buildings and grounds, twenty-three and one-half

.....	\$163,165 58
hall.....	100,000 00
use and three and one-half acres.....	44,000 00
My and Mt. Hope lot	625 00
.....	38,685 76
.....	23,945 82
apparatus.....	6,834 62
.....	3,089 70
.....	4,096 03
	<hr/>
	\$384,442 51

15. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

1. Bonds and mortgages.....	
2. Kemble Coal and Iron Company bonds	
3. Cleveland and Pittsburgh Railroad bonds	
4. Indianapolis and St. Louis bonds.....	
5. Rochester city bonds	
6. Brockport school bonds	
7. Detroit, M. and Toledo Railroad bonds	
8. Ulster county bonds.....	
9. Two subscriptions, each yielding interest.....	
10. One subscription, not yet available for income.....	
11. Cash on hand.....	
12. Bills receivable	\$20,338 75
Former subscriptions.....	19,745 00
Students' account	6,488 00

Estimated worth not far from

16. DEBTS.

1. Mortgage upon president's house.....
2. Note due city bank in July.....
3. Amount due professors and other officers.....
4. Amount expended over income, two years.....

17. REVENUE.

1. From amount of term bills
2. From interest received on bonds and mortgages, general fund.....
3. From Tracy H. Harris professorship fund
4. From G. W. Burbank professorship fund
5. From Rathbone library fund
6. From J. Munro professorship fund
7. From Isaac Davis prize
8. From Isaac Davis scholarship.....
9. From A. Sheldon scholarship.....
10. From J. F. Stoddard prize.....
11. From C. Dewey prize.....
12. From Isaac Sherman fund.....
13. From E. Johnson scholarship

14. From diploma account.....	\$646 40
15. From John B. Trevor on last year's deficit	2,500 00
16. From Charles Pratt, interest on subscription.....	1,700 00
17. From J. F. Wyckoff, interest on subscription.....	1,400 00
18. From Cleveland and Pittsburgh stock in general fund,	262 50
19. From Rochester city bonds in general fund.....	280 00
20. Sundry persons towards furnace in president's house..	528 10
	<hr/>
	\$25,726 55
	<hr/>

18. EXPENDITURES.

1. Amount paid faculty and other officers.....	\$21,500 00
2. Current expenses for the year.....	2,784 88
3. Free tuition given away	2,100 00
4. Dewey prize and medals	146 46
	<hr/>
	\$26,531 34
	<hr/>
Expenditure over income	\$804 79
	<hr/>

19. CLOSE OF REPORT.

This financial report was presented at the annual meeting before the board of trustees, at Anderson hall, June 27, 1876, and adopted and approved.

The seal of the university, with the signatures of the president and secretary ordered to be attached to the same and forwarded.

[L. s.]

M. B. ANDERSON, *President.*

WILLIAM N. SAGE, *Secretary.*

IX. UNION UNIVERSITY — ALBANY LAW SCHOOL.

To the Regents of the University of the State of New York.

The trustees and faculty of the Albany Law School, in accordance with the requisition of the Regents of the University, report as follows:

The professors, and topics assigned to each, are the following:

Hon. William F. Allen, LL. D., Professor of Real Property.

Hon. William L. Learned, Civil Law and Equity Jurisprudence, State street, Albany.

Isaac Edwards, LL. D., Professor of Personal Property, Commercial Law, 73 Ten Broeck street, Albany.

Hon. Matthew Hale, Professor of Criminal Law and Doctrines, 140 Swan street, Albany.

President Eliphalet Nott Potter, Feudal System, Schenectady.

Dr. Henry Coppeè, International Law.

Charles T. F. Spoor, Esq., Practice, Albany.

Hon. H. E. Sickels, Law of Evidence, Albany.

1. NUMBER OF STUDENTS.

Number of students, academic year 1875-6

Graduates during the same year

Professional schools are now regarded as indispensable in the education of young men for the professions; each art, also, involving a special study, must be studied in its appropriate school. The architect and the engineer must pursue a course of study designed to fit them for the duties of life; and the lawyer, equally, must be bred to his profession. In these several fields of activity accurate knowledge and skill in application are the indispensable conditions of successful work; and it is conceded that a special course of study, under competent instruction, is one of the best means of securing that familiar knowledge of the law which fits a man to deal with the important matters of justice and equity. Facility and accuracy in practice are best acquired in a practical course; the study of law in its principles is prosecuted with the greatest advantage in a school of law. The present condition of the community, combined and blended in a system of remedies, renders both of these courses of study quite indispensable. While the student must learn to apply the law to facts, he must also master the law as a science; he must study its principles in its various branches, and learn to apply it to facts and transactions which arise in the ordinary course of life; he must discern the principles

most appropriate its spirit, its conservative wisdom — that public which upholds and enforces so many of its rules. Impressed with this belief we adhere to our long-established course of one year; one year to a previous course of reading, without excluding beginners.

2. DEPARTMENTS AND TOPICS.

Faculty, in order to systematize their labors, and thus render them more effectual, have embraced the legal topics upon which they divide into three departments. Three terms complete the course of

A student commencing with any term, by attending that term and the two succeeding ones, will complete the course of instruction, and become a candidate for graduation; and as one term is in no way dependent upon another in the study and mastery of its appropriate subjects, a student may as profitably enter one as another for the completion of his course. He may also, with equal advantage, enter at any time while in progress, and complete his course by remaining until he reaches the point at which he commenced.

The course of study for the year proceeds as follows, with but slight interruptions rendered necessary by unavoidable occurrences:

In the fall term Professor Edwards will lecture upon the law of real property, of contract and of partnership.

In the winter term upon the law of corporations, contract of carriage, negotiable paper and law of suretyship and guaranty.

In the spring term upon pleadings under the common law, and as provided under the Code, upon the law of bailments, insurance, principal and agent, fixtures and insolvent and bankrupt laws.

In the fall term Judge Allen lectures upon the law of real property. Judge Learned lectures upon equity jurisprudence and equity pleadings.

In the winter or spring term Judge Learned will lecture upon the law of nations. Dr. Henry Coppee on international law, Hon. Matthew Hale on common law, domestic relations, absolute rights, President Potter on equity system, and Charles T. F. Spoor, Esq., on practice. Judge Parker will resume the subject of real property again in January.

In the spring term Hon. H. E. Sickels will lecture on the law of real property. Judge Parker will give a brief course on a special branch of real property.

3. METHOD AND MEANS OF INSTRUCTION.

The instruction is given mainly by lecture and examination. Professor Edwards lectures and examines daily, except Sundays, through each term of the course. Judge Learned, Judge Allen, or Professor Hale, also lecture and examine, with the like exception.

All the lectures are oral, and are expositions of legal principles, with illustrations and applications. They are also accompanied by references, hints, and suggestions as are deemed the best to enable the mind the more thoroughly to master and retain the law.

The faculty have, however, a higher aim than simply to teach men the law. They will also use their best endeavors to train those who are intending to enter the profession to be lawyers. This is an arduous and difficult task. It is training the mind to use its own faculties. It is giving it a power over its own faculties, enabling it fully to avail itself of its own stores of knowledge.

This is sought to be accomplished in a variety of ways, but, however, by accustoming the young man to do *that, as a lawyer will afterwards be required of him as a lawyer.*

The practical lawyer owes his success, in a great measure, to his quickness and accuracy in *applying legal principles to the facts of a case.* This the student is here taught to learn in the outline of the reported cases referred to in the lectures to sustain the principles laid down.

The moot courts are another feature of importance. Questions or causes, previously given out, are here argued by the students. These questions and causes are either taken from real cases, or designed to illustrate, some vexed points arising in the law. Some are real causes pending before the Supreme Court or Court of Appeals.

Upon the conclusion of the argument, the cause is given to the class to discuss and decide. This gives rise to discussions of great interest and profit, in which large numbers of the class participate. In the discussion and decision by the class, the presiding professor gives his views on the questions involved, and on the correctness or incorrectness of the decision. Two of these courts are held each week. In judiciously pursuing this course, varied in such respects as may suggest, it is confidently expected that the student will be gradually aided in his efforts to become a ready, fluent, and effective speaker, and that he may also acquire good habits of thought—learning never to sacrifice sense to sound, or solid to showy declamation.

Another exercise, which is attended with very beneficial results, is the previous appointment of two of the students to prepare and deliver to the class their written opinions upon the points involved in the question or cause, and the grounds upon which they rest. This requires the deliberate exercise of judgment, the weighing of opposing arguments, and is well adapted to fit the mind for the detection of truth, for deciding upon converted legal positions, and, if ever required, in a judicial capacity.

In addition to these class exercises, in which all the students will be required to participate, it will be optional with them to organize and conduct as many special moot courts as they choose, and as many debating clubs, in which they may practice forensic eloquence, as they may think proper, and all reasonable facilities will be afforded them for these purposes.

Of these facilities the students largely avail themselves. Besides the associated congress for debating general questions, the students form clubs, consisting usually of from fifteen to twenty in number, which devote themselves exclusively to the discussion of law questions. Every evening in the week, except Saturday and Sunday, may be occupied by the meeting of one of these clubs. Here are presented good opportunities for the discussion of legal principles, and of learning their proper application. The student will feel under no restraint, as he is arguing only in the presence of his associates whom he has himself assisted in selecting. The foundations are laid here for subsequent discussions in the class. The recent addition of a library, easily accessible both to the club and class, adds immensely to these facilities, since it affords the means of bringing the cases relied upon by each side under immediate critical examination and discussion.

4. READING, TEXT-BOOKS AND FACILITIES FOR INSTRUCTION.

The reading which is more especially recommended consists in a close and critical examination of the cases referred to in the lectures, and which are cited to sustain and apply to their appropriate facts the legal principles there laid down. This species of reading, so different from that ordinarily pursued by the student in a law office, serves to fix the principles permanently in his mind, and to familiarize him with their application.

For this purpose library facilities are, it is believed, more largely furnished in Albany than in any other place. These are : 1st. Large libraries belonging to members of the legal profession to which many students are fortunate enough to gain access by obtaining seats in the office. 2d. The law library of the school, which is a well-chosen, good-working library. And, 3d. The law library of the State, the best selected and most extensive in the United States. The students are permitted to use this for the purpose of reference, subject to such rules and regulations as will secure to the judges and members of the legal profession that full and free access to which they are by right entitled. In addition, it is earnestly urged upon each student to procure, for his own special use, a few elementary books, such as Kent's Commentaries, and as many of the text-books recommended as he is able. These he can consult at his room in connection with the lectures, and also make

use of them in his investigations of questions arising from the clubs and moot courts. The following are among those recommended by the faculty, viz.: Kent's *Commentaries*; Story or Chitty, on Contracts; Colyer on Partnership; A. on Corporations; Story or Benjamin or Hilliard on Sales; Bills of Exchange and Promissory Notes; Edwards' *Dunlap's Paley* on Agency; Reeves' *Domestic Relations*; Criminal Law; Archibald's *Criminal Practice and Pleading*; Wills; Bouvier's *Law Dictionary*. Others will be recommended during the course.

The opportunities for witnessing all the varieties of methods and styles of argument are much greater in the city of Albany than in any other place of the same size. Besides the other sessions of the Court of Appeals are held in Albany. In Albany a student will have an opportunity of listening to the highest styles of judicial reasoning, and of forming his own conclusions from faultless models.

The law students are admitted free of charge to the lectures in the Albany Medical College, and for a small fee to attend before the Young Men's Association.

5. TERMS.

There are three terms held annually as follows:

The first, commencing on the first Tuesday of September, will continue for twelve weeks, closing on Friday of the twelfth week.

The second will commence on the last Tuesday of November, and will continue for fourteen weeks, with the exception of two weeks, including the holidays.

The third will commence on the first Tuesday of March, and will continue for twelve weeks, closing on Friday of the twelfth week.

The fee required in all cases where the student pays for a term will be fifty dollars, payable in advance. But he who enters, pay \$130, which will be received in full for the whole year, ninety dollars for two terms. Should the student from any cause be prevented from attending both the terms or the entire year, the money will be in part refunded.

No examination is necessary for admission. Attendance is required in part, even in the commencement of their legal studies, is required of those whose minds are sufficiently matured, as the hints to acquire, and the hints, suggestions and guides furnish them with essentially aid them in their subsequent course of study.

6. REQUIREMENTS FOR GRADUATION.

By complying with the following provisions, the student may become eligible for that of Bachelor of Laws:

1. Be twenty-one years of age; must sustain a good moral character and must have attended three full terms of the law school. 2. In addition, have sustained satisfactory examinations through the last three terms; must have faithfully performed all the exercises assigned him and have prepared and read before the class and the faculty a dissertation on some legal subject, or some subject connected with the history, science or practice of the law, written by himself; 3. The dissertation to be written on alternate pages of ordinary sized letter paper, leaving a wide inner margin, and being in length from seven to fifteen minutes, not to occupy more than ten minutes in the reading thereof. 4. Must also have studied law at least one year, exclusive of the time devoted to our course of study. Upon complying with these conditions and upon payment of a graduation fee of ten dollars, and if properly qualified, he may, if properly qualified, receive a diploma conferring the degree of Bachelor of Laws.

7. BUILDING, LIBRARY, DEBT.

The building in which the school is conducted is in the south wing of the Central College building. The land belongs to the city and is owned by the Law School. The building was erected by the law faculty and the city, with the aid received from a few generous men of Albany. The school is free from debt. The law hall contains a fair law library worth \$2,000, which is exclusively devoted to the use of the law school.

THOMAS W. OLCOTT,

President of the Board of Trustees.

MR. MEADS,

Secretary.

X. ELMIRA FEMALE COLLEGE.

[Report not yet received.]

XI. ST. LAWRENCE UNIVERSITY

To the Regents of the University of the State of New York

The trustees of the St. Lawrence University, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 22d day of June, 1875, the day of the annual commencement, containing a judgment of facts showing the progress and condition of said University, and at the close of said year, in respect to the several matters mentioned in the following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORS

1. The professorship of Intellectual and Moral Philosophy.
2. The professorship of Mathematics.
3. That of Ancient Languages.
4. The professorship of the German and French Languages.
5. The professorship of Geology and Mineralogy.

The professorship of Ancient languages became vacant in 1875, by the resignation of Prof. S. B. Rawson. In 1876 it remained unfilled, the reason being that it is impossible for one man to perform the duties involved. Practically (not formally) the professorship has been divided into two—one of the Latin language, etc., and the other of the Greek language, etc., and as so divided we now have two able and efficient instructors in each, formally called assistants in Latin and Greek, respectively. It is expected that the Board of Regents will formally establish at its next annual meeting two professorships, one of Latin and one of Greek, in the stead of that of Ancient Languages.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS

The following is a list of the trustees of the St. Lawrence University, with their respective places of residence :

Trustees.

- Jonas S. Conkey, M. D., chairman, Canton.
 Levi B. Storrs, Esq., recorder and treasurer, Canton.
 E. Fisher, D. D., Canton.
 Silas C. Herring, Esq., New York.
 G. W. Montgomery, D. D., Rochester.
 Barzillai Hodeskin, Esq., Canton.
 Theodore Caldwell, Esq., Canton.

Rev. J. M. Austin, Auburn.
 P. S. Bitley, Esq., Branchport.
 Abel A. Simmons, Esq., Canton.
 Rev. J. S. Lee, D. D., Canton.
 James Brayley, Esq., Buffalo.
 Rev. J. M. Pullman, New York.
 Gen. E. A. Merritt, Potsdam.
 H. Robinson, M. D., Auburn.
 B. F. Romaine, Esq., New York.
 Henry Rodee, Esq., Ogdensburgh.
 J. W. Clowes, D. D. S., New York.
 Geo. Robinson, Esq., Canton.
 Martin Thatcher, Esq., Watertown.
 Rev. L. J. Fletcher, D. D., Buffalo.
 Allen E. Kilby, M. A., Carthage.
 Rev. A. B. Hervey, Troy.
 W. Truesdell, Esq., Syracuse.

Executive Committee.

J. S. Conkey, chairman.	Theo. Caldwell.
Levi B. Storrs, recorder.	A. A. Simmons.
	F. Fisher.

The last annual meeting of the board was held on the 20th day of June, 1876, at which the following trustees were present, viz.:

Jonas S. Conkey, M. D., chairman.	L. B. Storrs, recorder and treasurer.
E. Fisher.	G. W. Montgomery.
J. M. Austin.	L. J. Fletcher.
H. Robinson.	John S. Lee.
T. Caldwell.	M. Thatcher.
Geo. Robinson.	A. A. Simmons.
	A. E. Kilby.

The board held no other meeting during the year, the current working interests of the university being provided for by frequent meetings of the executive committee.

The faculty of said college, including all persons charged with the duty of giving instruction therein during said year, consisted of a president (who also did full work as a professor), three professors, one assistant professor and two tutors.

The other officers or servants of said college, charged with duties therein, other than those of public instruction, during said year were a librarian, assistant librarian and steward.

In the theological school of the university there were several professors, including the president of said theological school.

The names of the several persons holding offices or positions in said college during said year, with the officers or places held by them respectively, were as follows:

Faculty.

Rev. A. G. Gaines, D. D., President of College of Letters and Craig-Professor of Intellectual and Moral Philosophy.

A. Zenas Squire, A. M., Professor of Mathematics.

Bernhard Pink, Professor of the German and French Languages, Instructor in History.

Walter B. Gunnison, B. A., Assistant Professor of Latin.

Annette J. Shaw, B. A., Instructor in Greek.

Rev. James Henry Chapin, A. M., Professor of Geology.

Chas. K. Gaines, Tutor in Greek.

Other officers.

E. E. Fisher, M. D., librarian; W. E. Copeland, assistant librarian; L. B. Storrs, Esq., treasurer; E. J. Sykes, steward.

Theological School—Board of Instruction.

Rev. Ebenezer Fisher, D. D., President, and Docksta Professor of Theology and Ethics.

Rev. Orello Cone, A. M., Craig-Professor of Biblical Literature.

Rev. J. S. Lee, D. D., Professor of Ecclesiastical History and Archæology.

E. E. Fisher, M. D., Librarian.

3. NUMBER OF STUDENTS.

The whole number of students, undergraduates in said college during said year, was fifty-three. Seven left college during the year, one by expulsion, two from failure to do work of the grade required to engage in teaching, one to study medicine, and one by illness of his mother. Two other students were transferred to other colleges, one of those pursuing select studies, by reason of failure to attain requisite grade in a candidate for a degree. In addition to those who left, there were in the college during said year ten students who were elected by themselves from those branches taught the following year. Of these, five studied Latin, three German, two French, two algebra, three history, and one trigonometry. The number of graduates remaining in the school at the close of said year was three.

Eight students were absent a part of the year teaching in the public schools. The time of absence ranged from seven to ten weeks. One student was absent eight weeks, canvassing for a publisher of books sold only by subscription.

Of the graduates, nine are engaged in teaching, one is studying law, and one is employed as clerk in a railroad office. The ages of the students are: Undergraduates, maximum, twenty-four; minimum, fifteen. Graduates, maximum, twenty-five; minimum, nineteen and one-half. Averages: undergraduates, nineteen and five-tenths; graduates, twenty-one and six-tenths.

4. CLASSIFICATION OF STUDENTS.

The undergraduates in the college during said year were classified as follows, viz.:

(4) Seniors	12
(3) Juniors	8
(2) Sophomores	13
(1) Freshmen	18
Pursuing select studies	<u>12</u>

There were twenty-eight students in the theological department studying theology, classified as follows, viz.:

(1) Postgraduate course	1
(2) Senior class	10
(3) Middle class	7
(4) Junior class	<u>10</u>

Two of the above are graduates, and both were members of the Senior class.

5. COMMENCEMENT EXERCISES.

The following is a copy of the scheme of the last Commencement:

ST. LAWRENCE UNIVERSITY,

CANTON, N. Y.

COMMENCEMENT EXERCISES, COLLEGE OF LETTERS AND SCIENCE.

Thursday, June 22, 1876, at 8.30 o'clock A. M.

PROGRAMME.*

Letters and Science.

—
"PERFICE."
—

ORCHESTRAL VOLUNTARY.

Prayer.

1. Free Trade as a National Policy.....James Stewart White, Richville.
2. Materialism and Books; and the Antidote.....John B. Hagarty, Salem.
3. Woman in Literature.....Emma G. Powell, Rensselaer Falls.
Music: Recitative..... "Still all is Silent."
4. Physical Energy the Ground of High Intellectual Achievement,
Seymour J. Merrell, Canton.
5. Philosophy, and Some Incentives to its Pursuit....Clara Weaver, Akron, Ohio.
6. The American Union.....Eddy H. Bugbee, Canton.
Music: Aria..... "All is Hushed."
7. Independence in Politics.... Ledyard P. Hale, Canton.
8. The Uses and Abuses of Scientific Theories,
Bessie Adams Weeks, No. Clarendon, Vt.
9. The True Aim and Business of College Education ..Charles K. Gaines, Canton.
Music: "Immortellen Walzer,"Gungl.
10. Literature as dependent on Men of Genius more than on Circumstances,
Inez Ardie Jones, Canton.
11. Relation of Art to Education.....John Clarence Lee, Canton.

Conferring Degrees.

MUSIC: ORCHESTRAL VOLUNTARY.

Benediction.

Thursday, June 22, 1876, annual meeting of the Union Alumni Association, in the Universalist church, at 2 o'clock P. M.

Annual dinner of the Alumni and their friends, at Miner Hall, at 8.30 P. M.

The degrees conferred were as follows:

1. Degrees in course.—B. S. (Bachelor of Science): John B. Hagarty, Ledyard P. Hale, Inez Ardie Jones, Seymour James Merrell, Emma G. Powell, Bessie Adams Weeks, James Stewart White. B. A.: Eddy H. Bugbee, Charles Kelsey Gaines, John Clarence Lee, Clara Weaver. M. A.: Foster L. Backus, Annette Jane Shaw. M. S. (Master of Science): Eva D. Heaton, Hiram A. Merrell, Lois L. Witherbee, Harleigh W. Sheldon.

*Arranged with no reference to class honors.

2. Honorary degrees.—Ph. D.: Nehemiah White, M. A., president of Lombard University, Galesburg, Illinois. D. D.: Luther Jacobs Fletcher, of Buffalo.

6. COLLEGE TERMS AND SESSIONS.

The terms or sessions for studies in said college during said year were the following: There were two terms, the first of twenty weeks and the second of nineteen weeks.

Calendar—Collegiate Department.

1875.

June 25 to August 26. Vacation, nine weeks.

August 26. First college term began.

December 25—January 2. Recess.

1876.

January 10. First term's examinations began.

January 12. Term ended.

Vacation, four weeks.

February 10. Second term began.

April 28. Tree holiday.

June 14. Examinations began.

June 19. Examinations ended.

June 21 and 22. Commencement.

The following is a copy of the calendar for the next collegiate year:

1876.

June 22 to August 23. Vacation.

Wednesday, August 23. First term begins.

Friday, December 22. First term closes.

1877.

Wednesday, February 7. Second term begins.

Friday, April 27. Tree holiday.

June 20. Examinations begin.

Thursday, June 28. Commencement.

7. SUBJECTS OR COURSE OF STUDY.

The subgraduate course of study in each class of the college during the year was as follows:

First Term.

Freshman class.—Classical: Read Loomis' Algebra, to the General Theory of Equations, and reviewed, ninety-six lessons. Greek: Read thirty-eight sections of Herodotus' History, and reviewed it; 150 pages Smith's History of Greece; and eleven lessons in Jones' Greek Prose

Composition, all reviewed; lessons daily. Latin: Read L pages, Chase & Stuart's edition, and reviewed; read first books Liddell's History of Rome, and eighteen lessons Harkness' Latin Prose Composition; lessons daily. Science: Loomis' Algebra, same as the classical section of the class. Read Thalheimer's Ancient, and reviewed; lessons daily. French: Otto's French Grammar, first part, with translations from French; lessons daily. Latin: Harkness' Grammar and Review, daily.

Sophomore class.—Classical: Read in full, and reviewed Trigonometry (plane and spherical), Surveying and Navigation, Conic Sections; lessons daily. Greek: Read Xenophon's with lessons in Grecian history, and in Greek prose composition daily. Latin: Horace, thirty odes, three satires, three epistles, Ars Poetica; read books one and two, Liddell's History of Rome, and eighteen lessons in part third Harkness' Latin Prose Composition; lessons daily. Civil government: Andrews' Manual of the Constitution, full, and reviewed; lessons daily for fourteen weeks. Science: same as the classical section in mathematics and civil government. French: Otto's Grammar, second part, and Litterateur Français, temporelle; lessons daily. Latin: Read first book Caesar's Commentaries, and reviewed; and pages 110–143, Harkness' Latin Prose Composition; lessons daily. German: The English exercises in Whitne translated into German; reading of prose and poetry (see Reader); and two scenes Lessing's Nathan der Weise; lessons daily.

Junior class.—Classical: In mathematics, read the Elements of Snell's Olmstead's Philosophy; lessons daily. Greek: Read and reviewed, the Electra of Sophocles, with sixteen exercises in composition; lessons daily. Latin: Read forty sections of Cicero's Oratore, eighteen lessons in Liddell's History of Rome, and eighteen lessons in Latin prose composition; lessons daily. Chemistry: Read Chemistry entire, and reviewed it, with lectures and experiments half the time; lessons daily. Scientific: Read mathematics, the same as the classical section. Latin: Cicero's De Officiis, and prose composition; lessons daily. German: Read Schiller's Wilhelm Tell; Schiller's Die Piccolomini, and translations of English into German.

Senior class.—Classical: Read German daily. Science: Latin, Virgil's Æneid, books II and III, and Harkness' Latin Prose Composition, pages 132–136; lessons daily. The entire class (all sections together). Logic: Read Jevons' Lessons entire, and review being in writing and requiring a daily exercise for four weeks. Moral philosophy: Read Fairchild's Moral Philosophy, and

lessons daily. Rhetoric: Read Whately's bell's Philosophy of Rhetoric, books secondary's Lectures on Literature and Poetry. Philosophy, all following mechanics; lessons

Second Term.

cal: Mathematics: Read and reviewed the ; lessons daily. Greek: The Odyssey, books Smith's History of Greece, chapters fifteen composition (Jones'), lessons eleven to in: Read Cicero's De Senectute and Horace's third and fourth of Liddell's History, and in sixteen lessons of part third of Harkness' Latin, daily. Scientific: Read geometry the same German: Read Woodbury's Grammar entire; Go's Grammar, second part; read from Littérature; collection of French phrases and idioms; and Leighton's Lessons, lessons seventeen and 99-110 inclusive, and Harkness' Grammar, five; lessons daily.

cal: Read Loomis' Analytical Geometry, and Loomis' Differential Calculus, and reviewed it; and reviewed Plato's Apology and Crito; and Boise's Greek Syntax, and finished Smith's lessons daily. Latin: Read and reviewed the 10 lines of Juvenal; books third and fourth of and sixteen lessons of part third of Harkness' lessons daily. Meteorology: Read Loomis' instruments, and one daily weather map; daily Read Dana's Lessons, with numerous lectures, lessons daily for eight weeks. Mineralogy: specimens; lessons daily for eight weeks. Physics, geology, mineralogy and meteorology, the 1. Latin: Read first two of Cicero's Orations eighteen exercises in Latin prose composition; read Wilhelm Tell (Schiller), translated first Lyons' into German; lessons daily. French: course Contemporaine; collection of French Molière's Le Cid; Molière's Le Misanthrope, and Racine's Athalie; lessons daily.

: Read and reviewed Loomis' Treatise on daily. Greek: Read 134 sections of Demos- reviewed 110 sections, and had eighteen exercises

in Greek prose composition from Wilkins' Greek Prose Compositions daily for fourteen weeks. Latin: Read entire and Plautus' Captivi; lessons daily for five weeks. Geology: Read Lessons, with numerous lectures, and with fossils and minerals daily for eight weeks. Psychology: Bowen's Hamilton entire and Outlines of Hamilton entire; lessons daily, with ten lectures on metaphysical subjects. Scientific: Read astronomy, geology, zoology, the same as the classical section; and read the following Latin: Read the third oration against Catiline; the Pro Murena and 600 lines of first book Virgil's *Æneid*; and had eight lessons in Harkness' Latin Prose Composition; lessons daily. Dana's, with frequent lectures; lessons daily for eight weeks. Zoology: Loomis' entire, with frequent lectures, instruments, and weather map; lessons daily for ten weeks.

Senior Class.—Classical: Read German daily for fourteen weeks; the rest the two sections of the class were together, and read Rhetoric: Reviewed Whately's, writing out the whole in exercises. International law: Read Woolsey's entire, and read lessons daily for fourteen weeks. Political economy: Read entire, and reviewed it; lessons daily, with eight lectures on topics. Butler's Analogy of Religion, entire, and reviewed review being in writing, and requiring twelve different exercises daily, with eight lectures, for fourteen weeks. English literature: Bascom's Philosophy of English Literature, and Arnold's English Literature; lessons daily for ten weeks.

The student is required to pass a satisfactory examination in all studies pursued, and all the classes were examined in all the subjects named above as read in course. Many of these examinations were written; not less than three hours was given to the examination on each subject, and nearly half these examinations extended through two days—from two to five days, and all were meant to be thorough. The following is the prescribed course of study in the theological department of the university:

First year.—Moral philosophy: Peabody's Morals, with lectures. Biblical geography: Barrows, with lectures. Logic: Jevons' Introduction to Logic. Greek: Goodwin's Grammar and lessons. Biblical exegesis: Barrows. Ecclesiastical History: Hase. Hebrew: Grammar and Chrestomathy, with select readings from the Old Testament (optional). Exegesis: Lectures on the gospels.

Second year.—Homiletics and extemporaneous preaching. Christian Ministry and Criticism of Sermons. Evidences of Christianity: Bulfinch, and lectures; dissertations by the class. Intellectual philosophy: Bowen's Hamilton. Ancient History of Universalism.

History of the Reformation: Fisher. Greek: Xenophon. Selections from the gospels, with the use of Winer's New Testament Grammar; Butler's Analogy. History of Doctrines: Hagenbach. Hebrew: Selections from the Old Testament (optional). Exegesis: Lectures on Acts, Romans, Corinthians and Galatians.

Third year.—Pastoral theology: Hoppin. Hermeneutics of the New Testament: Lectures. Natural theology: Chadbourne. Emotional religion and the inner life: Clarke's Doctrine of Prayer. Homiletics: Study and criticism of sermons. Study of New Testament Greek: Winer's Grammar and select readings. Systematic Theology: Lectures. Introduction to the Old Testament: Bleek, with lectures. Exegesis: Lectures on Hebrews, the Pastoral Epistles, Thessalonians, Colossians, Ephesians and Philippians.

Fourth year (postgraduate course).—Hebrew, with select readings from the Old Testament. Critical reading of the New Testament. Christianity in its relations to science: Hill and Murphy. Theology of the New Testament: Oosterzee and Reuss. Modern church history: Hase and Fisher. Criticism of sermons. Introduction to the New Testament. Life of Christ: Pressense. History of the Jews and their literature. Lectures on the Psalms and prophets.

8. EXERCISES.

The Freshman class were exercised in select reading, under thorough criticism and instruction, once a fortnight during the first term. The members of the first and second classes were required to write and publicly read two essays each, in each of the two terms of the collegiate year, and also to prepare, and publicly deliver, two declamations each during each term. By "publicly read," and "publicly deliver," is meant, in the presence of the faculty and assembled students. The members of the third and fourth classes were required to prepare, and deliver publicly, two original orations during each term. All these essays, declamations and orations were subjected to thorough criticism, and every one of them passed under the eye and criticism of the president. Seniors were allowed to offer extemporaneous orations, if they chose, subject to the criticism of the president and faculty, and several seniors so elected during the year.

The students have also maintained weekly meetings of their literary society, in which they have exercised themselves in debating, essay writing, and extemporaneous speaking, etc.

Instead of one of the original essays required of the members of the first and second classes, translations from Greek, Latin, French and German, of prescribed portions, were allowed each term.

9. EXHIBITIONS AND PRIZE CONTESTS.

The established prizes offered are the following:

E. T. Sherman Prizes.

A prize of twenty dollars will be given annually to the Junior class who shall pass the most perfect written examination in Latin at the close of the junior year.

A prize of fifteen dollars will be given annually to the Junior class who shall pass the most perfect written examination in mathematics.

Neither of these prizes was competed for during the year, the class thus following the example set by the preceding years before.

The Junior class, however, gave a public exhibition, the following is a copy of the programme:

CLASS OF 1877.

ST. LAWRENCE UNIVERSITY.

"CRESCITE."

JUNIOR EXHIBITION, AT THE UNIVERSALIST CHURCH.

Wednesday Evening, June 14, 1876.

P R O G R A M M E.

ORGAN VOLUNTARY.

Prayer.

MUSIC.

1. Influence of the Times and Customs on the Writings of Shakespeare. Frazer

2. GERMAN ORATION -- Progress in Civilized Nations May

3. Culture

MUSIC.

4. QUESTION -- Whether the Study of the Philosophy of Mind or the Philosophy of Matter, affords the more effective development of the Mind itself.

(1.) Philosophy of Mind Clift

(2.) Philosophy of Matter

5. A POEM -- A Class Allegory Carr

MUSIC.

10. EXAMINATIONS.

The requirements for admission, as published in the annual catalogue are as follows:

For admission to the Freshman class of the classical course, the student must be well sustained in the following studies:

Latin.—Six books of the *Æneid*, three books of Cæsar's Commentaries, five orations of Cicero, Harkness' Grammar, including prosody, Harkness' Introduction to Latin Composition, to Part III, Liddell's History of Rome, to Book IV.

Greek.—Goodwin's Greek Reader, or two books of Homer's *Iliad*, with three books of Xenophon's *Anabasis*, Crosby's or Goodwin's Greek Grammar, including prosody, writing Greek with the accents.

Mathematics.—Arithmetic, algebra, to equations of second degree.

Geography, History, etc.—Modern geography, history of the United States, English Grammar.

Candidates for admission to the Freshman class of the scientific course are examined in arithmetic, elementary algebra, English grammar, geography, and history of the United States.

Candidates for advanced standing will be examined in the studies which have been previously pursued by the classes which they propose to enter. Candidates from other colleges will be required to present certificates of dismissal in good standing.

The first entrance examination was held on the Tuesday preceding the annual Commencement, and the second was held on Wednesday, August twenty-fifth, the day preceding the opening of the first term. Each of these examinations was in writing, and the published requirements were held to, either in form or in just equivalents. Students found deficient, but not so deficient as to preclude their going on with the class, were conditioned on what they failed in, and admitted. Those too much lacking for this were rejected, and several candidates were so rejected.

A public examination of all the classes is held, near the close of each term, in all the studies pursued by the class during the term, and most of these examinations were in writing. None of these examinations occupied less than half a day (three hours), and many of them ran through several days, three hours each day. Any student falling below six in a scale of one to ten, in any examination, is conditioned on the subject so failed in, and required to prepare again, and pass an examination of the required grade before he can be graduated. The faculty believe these examinations to be wholesome in their influence on the student, and to aid in the attainment of a better grade of scholarships than would be practicable without them.

11. MODE OF INSTRUCTION.

The mode of instruction followed was carefully described in our last annual report, and the methods there described are those still followed in this college.

The constant aim of each instructor is to educate each student through

the understanding and not merely through the verbal memory. Constant use is made of text-books, and of precise notes from them. In this use the faculty believe in the analytic method best adapted to lead the student to an understanding of the subject, and as adapted also to put him in possession of it in such a way that he will be least likely to forget it; and hence the faculty use the analytic method as far as practicable. The subjects suitable for such study are further aided by frequent lectures. Chemistry was taught; geology and mineralogy were largely so taught. Students were required to take notes, and they were examined on the lectures as well as on the text-books. Frequent lectures were given in psychology, political economy, meteorology and astronomy; of religion; and several lectures were given in connection with natural and moral philosophy. The attendance of students was regular at these lectures.

12. DISCIPLINE.

The methods of discipline followed were given very fully in the annual report, and the methods there set forth are followed.

The moral conduct and standing of the student is not mixed with his grade as to scholarship; the two things are kept entirely distinct and dealt with according to their merits or demerits. A student is not marked a dunce because of his immoralities; nor do his immoralities, such, raise his grade of scholarship. Immoralities are dealt with as immoralities, and deficiencies in scholarship are dealt with directly, also, for just what they are, so that grade in scholarship is not affected by that and nothing else.

Each teacher grades every scholar in his class at each report. The scholar's average grade is computed from these daily grades. It is required that the average grade shall not fall below six in ten, six meaning one to ten, ten meaning perfect. Monthly reports of all students are issued both to the students themselves and to their parents. Each report shows the average grade of scholarship in each study pursued for the month, together with a statement of all delinquencies and conditions of scholarship and general behavior. At the close of each year a report is also issued a similar report of each student for the whole term. It is also given the grades in scholarship attained in the several divisions and the positions stood by him. The influence of these faithful and regular reports is believed by the faculty to be wholesome in all respects, and to aid in the discipline of the college and favorable to good

13. GRATUITOUS AID.

The following are the provisions for gratuitous instruction in this college:

Free Scholarships in St. Lawrence County, N. Y.

Four scientific and four classical scholarships (two annually) to the Union High School of Canton, St. Lawrence county.

Four classical scholarships (one annually) to the Ogdensburg Educational Institute of Ogdensburg, St. Lawrence county.

Four classical scholarships (one annually) to the High School of Massena, St. Lawrence county.

Four scientific scholarships (one annually) to the High School of Richville, St. Lawrence county.

Four classical scholarships (one annually) to the academic department of the Union School of Waddington, St. Lawrence county.

Two scientific and two classical scholarships (one annually) to the High School of Hermon, St. Lawrence county. /

Two scientific and two classical scholarships (one annually) to Lawrenceville Academy, Lawrenceville, St. Lawrence county.

Two scientific and two classical scholarships (one annually) to the Union High School of Gouverneur, St. Lawrence county.

Also to Clinton Liberal Institute, Clinton, Oneida county, four scientific and four classical scholarships (two annually).

These scholarships are granted and established under the following conditions and regulations:

1. They may be granted to students of either sex.
2. The candidate for a scholarship shall declare his purpose to pursue the full course of four years in the university.
3. The candidate shall be in good health, and pledged to study the laws of health and observe them.
4. The candidate shall present to the examining committee evidence of good moral character.
5. A willful violation of the rules and regulations of the university; the use of intoxicating liquors as a beverage; or any course of conduct unbecoming a young man or young woman as a member of the university, shall be deemed by the president a sufficient cause to cancel said scholarship.

6. The following are the conditions of examination of candidates for scholarships, and apply alike to all the schools named:

The scientific scholarship shall be granted to that candidate who, before a committee appointed by, or caused to be appointed by, the president of the university, shall be judged by said committee to have sustained the best examination requisite to enter the scientific course in the university, without conditions, in the following studies: Arithmetic, elementary algebra, English grammar, geography and history of the United States. The examination before the examining committee shall be final, and the

certificate of said committee shall be deemed necessary and the student to take his place in the university in full standing.

The candidate for the classical scholarship, in addition to the qualifications required for a scientific scholarship, must receive from the examining committee a certificate for the best sustained examination to enter the classical course in the university, without completing the following studies: Latin grammar; Cæsar, three books; Virgil's *Æneid*, six books; Cicero, five orations; Xenophon's *Anabasis*, two books; Homer's *Iliad*, two books.

7. In the case where four scientific and four classical scholarships are guaranteed, one of each shall be given annually.

In the case where two scientific and two classical scholarships are guaranteed, it is intended that there shall be alternation, the first a scientific scholarship to be given, the next a classical, and so on.

8. On any young man or woman, over fifteen years of age, who presents the certificate of the examining committee from any of the schools, countersigned by the president of the university, the secretary of the university, the secretary is hereby authorized and directed to issue to such person the scholarship named in said certificate, which so held shall be in lien of all tuition against said person.

9. In case any student holding one of these scholarships fails to maintain the requisite standing for continuance in the university, or if sickness or other cause is absent for two successive terms, or if he fails in his regular exercises of his class, the scholarship may be declared forfeited by the president.

10. It is hereby declared that it is expected, and it is recommended by the various principals of the different schools hereby named, that they give the president of the university a list of candidates for said scholarships, prior to the opening of the fall term of the university, or that they send him the names of their respective schools for said scholarships. The president shall appoint, or cause to be appointed, a committee to decide upon the fitness of said candidate or candidates for admission to the university.

As the result of the foregoing provisions, fourteen students shall receive gratuitous instruction in the college during the year.

In the Theological department the instruction is wholly gratuitous, tuition fees being charged students.

14. STATUTES OR BY-LAWS.

No alterations have been made in these during the year.

REIPTION AND VALUE OF BUILDINGS, ETC.

been made to the college grounds and buildings. The main building is of brick, one hundred feet long, by fifty feet high above the basement. The kitchen and the basement, and, in addition to the basement, the one-fourth of the first floor. The college chapel, rooms for chemical and philosophical apparatus, the room of mathematics and the president's room, occupy the first floor. The rooms of Professor Lee, Professor Gunnison are on the second floor, the rest of which is for students' rooms. The rooms of Professor Pink and of tutors occupy the reading-room, the room of the A. S. X. society, and the remainder of which is also given to students' rooms.

The cost of this building is \$32,000.

The library building is fifty feet long, by thirty-five feet wide, built of Ham sandstone, and is reckoned fire-proof. It is now filled with 30,000 volumes. Its estimated value is \$15,000. The number of volumes in the library is 7,366; besides which there are a large number of pamphlets, unbound reports, etc., value \$11,500. The collection is selected with special reference to illustrating the history of the country, and for practical experimental purposes is reasonably complete. Its estimated value is \$11,500.

The apparatus is also selected with reference to use in the laboratory. Its estimated value is \$1,000.

The grounds embrace twenty-six acres, estimated as worth, including buildings, \$13,000. Total of the foregoing values,

16. PRICE OF TUITION.

The tuition in this college is \$30 per annum. The price of board is \$3.50 per week; in private families in the city \$3.50 to \$4 per week. The estimated necessary amount, exclusive of clothing, is \$200 per annum. The amount named above, cover room-rent in all cases. In the case of students there is no charge for tuition, and provision is made for the aid of students therein further in their other expenses.

A. G. GAINES,
President, College of Letters and Science,
St. Lawrence University.

17. TREASURER'S REPORT FOR THE YEAR ENDING JUNE 20, 1876.

Collegiate Department.

Cash on hand at date of last report.....	\$42 66
Received interest on bonds and mortgages.....	4,886 14
Received of permanent fund.....	190 00
Received of principal bond and mortgage	2,000 00
Received St. Mary's professorship	110 00
Received tuition.....	448 50
Received diplomas.....	20 00
Received room rent.....	12 00
Received temporary loan, theological department.....	384 28
	<hr/>
	\$8,093 58

Expenditures — Collegiate Department.

Paid for salaries.....	\$7,081 01
Paid incidental expenses	1,012 57
	<hr/>
	\$8,093 58

Theological Department.

On hand at date of last report.....	\$245 41
Received interest, bonds and mortgages	5,724 85
Received principal, bond and mortgage	2,835 75
Received permanent fund.....	740 00
Received diplomas.....	12 50
	<hr/>
	\$9,558 51

Expenditures.

Paid salaries	\$6,628 75
Incidental expenses	762 52
Loaned on bond and mortgage	1,300 00
Loaned collegiate department	384 28
Cash on hand	482 96
	<hr/>
	\$9,558 51

Assets Collegiate Department.

Bonds and mortgages and note.....	\$81,069 96
Buildings and grounds	37,500 00
Books in library.....	2,500 00
Philosophical and chemical apparatus.....	1,500 00
Furniture	400 00
	<hr/>
	\$122,969 96

Assets Theological Department.

mortgages	\$91,241 31
brary	9,000 00
nd grounds	22,500 00
legiate department	384 28
nd	482 96
	<hr/>
	\$123,608 55
	<hr/>

Total Assets.

department	\$122,969 96
l department	123,608 55
	<hr/>
	\$246,578 51
	<hr/>

L. B. STORRS,
Treasurer.

18. CLOSE OF THE REPORT.

going report was submitted to a special session of the committee of the board of trustees December 2, 1876, and by ted; and it was ordered that the seal of the university be he same; that it be signed by the chairman, treasurer and nd transmitted to the Regents of the University of the State rk.

J. S. CONKEY,
Chairman.

L. B. STORRS,
Secretary and Treasurer.

XII. ALFRED UNIVERSITY, ALFRED, ALLEGANY COUNTY.

To the Regents of the University of the State of New York.

The trustees of Alfred University, in compliance with the order of the Regents of the University, submit the following report for the collegiate year, ending July 5, 1876:

1. DEPARTMENTS.

The following departments, with equal privileges for students, are now in operation: Preparatory, academic, collegiate and theological.

Courses of Study.

The following courses of study have been established: English literature; teachers; classical; scientific; industrial mechanics; the

2. PROFESSORSHIPS.

Metaphysical and Ethical Science; Biblical Theology; Church History and Literature; Greek Language and Literature; Pure Mathematics; Modern Languages and Literature; Natural History; Philosophy; History and Literature; Hebrew and Cognate Languages; Latin Language and Literature; Industrial Mechanics; Chemistry; Painting and Drawing; Music; Telegraphy.

3. TRUSTEES AND FACULTY.

Trustees.

Hon. B. F. Langworthy, president, Alfred.

Rev. N. V. Hull, D. D., vice-president, Alfred.

Elisha Potter, treasurer, Alfred.

Mark Sheppard, recording secretary, Alfred.

Rev. J. Allen, D. D., Ph. D., corresponding secretary, Alfred.

Maxson Stillman, Alfred.

Albert Smith, Alfred.

Philip S. Green, Esq., Alfred.

Elisha C. Green, M. D. Alfred.

Samuel N. Stillman, Alfred.

Maxson J. Green, Alfred.

John A. Langworthy, Genesee.

Clark Rogers, Alfred.

Rev. Darius R. Ford, D. D., Elmira.

Ira B. Crandall, Alfred.

Rev. James R. Irish, D. D., Rockville, R. I.
 William M. Saunders, Alfred.
 William C. Burdick, Alfred.
 David R. Stillman, Alfred.
 Lorenzo D. Collins, Alfred.
 Almond E. Crandall, Esq., Alfred.
 Rowland A. Thomas, Alfred.
 Oliver D. Sherman, A. B., Alfred.
 Silas C. Burdick, Alfred.
 George Greenman, Greenmanville, Conn.
 Charles H. Maxson, De Ruyter.
 Rev. Walter B. Gillette, Nile.
 Rev. D. E. Maxson, D. D., Plainfield, N. J.
 Hon. Wallace W. Brown, A. M., Corry, Pa.
 Henry P. Saunders, M. D., Alfred.
 Rev. Stephen Burdick, Leonardsville.
 A. R. Allen, Alfred.
 Chancellor James Marvin, D. D., Kansas University.
 G. F. Allen, Alfred.
 Laroy Lyman, Roulette, Pa.

Faculty.

Rev. J. Allen, D. D., Ph. D., President, Metaphysics and Ethics.
 Rev. Nathan V. Hull, D. D., Pastoral Theology.
 Rev. Ethan P. Larkin, A. M., Natural History and Latin.
 Rev. Thomas R. Williams, D. D., Biblical Theology and Greek.
 Abigail M. Allen, A. M., and Amelia E. Stillman, A. M., Painting and Drawing.
 Ida F. Kenyon, A. M., Modern Languages and Literature.
 Henry C. Coon, A. M., M. D., Physics and History.
 Susan E. Larkin, A. M., and Helen M. Crandall, Music.
 Rev. Lucius R. Swinney, Hebrew and Cognate Languages.
 Alpheus B. Kenyon, S. B., Industrial Mechanics and Mathematics.
 William R. Prentice, A. M., English Language and Adjunct Mathematics.
 Mark Sheppard, Book-keeping and Penmanship.
 Morton S. Wardner, A. M., and William F. Place, A. M., Latin.
 A. W. Coon, Telegraphy.
 John Davison, Stenography.

4. NUMBER AND CLASSIFICATION OF STUDENTS.

	Gentlemen
Theological and collegians.....	98
Academicians and preparatories	166
	<hr/> 204 <hr/>
Graduates for the year ending July fifth.....	9
	<hr/> 9 <hr/>

5. COLLEGE TERMS.

The terms for study have been as follows: First term, from September 1, 1875, thirteen weeks. Second term, from December 1, 1875, thirteen weeks. Third term, from April 5, 1876, thirteen weeks.

6. EXERCISES.

The students are exercised in composition, declamation, free-hand drawing. Voluntary classes in elocution are held each term. There are likewise public exercises in reading original productions.

7. EXAMINATIONS.

Examinations for entrance have been held at the beginning of each year, and for advanced standing at the beginning of each term. Examinations are also held at the close of each term. Examinations are mostly written.

8. MODE OF INSTRUCTION.

In most of the studies recitations are made from text-books, questions and explanations by the instructor. In some studies instruction has been given by lectures.

9. GRATUITOUS AID.

There has been granted during the year free tuition to 12 students. On scholarships, teachers' class and gifts, \$575.

10. VALUE OF COLLEGE GROUNDS AND BUILDINGS.

College grounds and buildings.....	..
Library, cabinet and apparatus (estimated).....	..
Total.....	..

11. OTHER COLLEGE PROPERTY.

Bonds, mortgages and notes

Debts.

debt and balance due teachers.....	\$16,086 00
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12. INCOME AND EXPENDITURES.

tion.....	\$3,350 00
other sources	5,738 46
	<hr/>
	\$9,088 46

Expenditures.

teachers	\$6,242 69
purposes	2,845 77
	<hr/>
	\$9,088 46

13. PRICE OF TUITION.

r year.....	\$21 to 30 00
year (extra)	30 00
g per year (extra).....	30 00
er year (extra).....	6 00
m-rent and fuel	152 00
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	\$173 to 248 00

14. CLOSE OF REPORT.

ceeding report, from the trustees of Alfred University, was
to the trustees of said university at a meeting legally held
n the 6th day of September, 1876.

B. F. LANGWORTHY,
President of Trustees.

XIII. INGHAM UNIVERSITY, LE ROY, GENESEE COUNTY.

To the Regents of the University of the State of New York :

The councilors of Ingham University, in compliance with the requisition of your board, submit the following report for the year ending June 14, 1876 :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

1. Intellectual and Moral Philosophy. 2. Ancient Languages and Literature. 3. Modern Languages and Literature. 4. Rhetoric, History and English Literature. 5. Mathematics and Physical Science. 6. Natural Sciences. 7. Music, Vocal and Instrumental. 8. Fine Arts, Drawing, Painting and Design.

2. COUNCILORS, FACULTY, AND OTHER OFFICERS.

Mrs. E. E. I. Staunton, A. E. D. L., vice-chancellor, Le Roy.

Rev. Joseph R. Page, D. D., Brighton.

Hon. Sherman S. Rogers, Buffalo.

Rev. Levi. Parsons, D. D., Mount Morris.

William Lampson, Esq., Le Roy.

Rev. C. H. Taylor, D. D., Le Roy.

Rev. S. D. Burchard, D. D., New York.

Rev. D. D. McCall, Mumford.

Rev. I. N. Sprague, D. D., Geneseo.

J. E. Pierpont, Esq., Rochester.

Josiah Letchworth, Esq., Buffalo.

Rev. L. D. Chapin, Le Roy.

Louis Chapin, Esq., Rochester.

Rev. T. M. Hodgman, Jordan.

Hon. John Fisher, Batavia.

Dr. R. Williams, Le Roy.

Joel Whiting, Esq., Le Roy.

Oscar Craig, Esq., Rochester.

Pascal P. Pratt, Esq., Buffalo.

Oliver Allen, Esq., Wheatland.

John R. Olmsted, Esq., Le Roy.

Rev. J. E. Nassau, D. D., Warsaw.

J. H. Plumb, Esq., Westfield.

Hon. Augustus Frank, Warsaw.

Officers of the Board.

Rev. C. H. Taylor, D. D., president.
 Joel Whiting, Esq., secretary.
 Rev. Wm. L. Parsons, D. D., treasurer.

Faculty.

Mrs. E. E. Ingham Staunton, A. E. D. L., Vice-Chancellor.
 Rev. Henry J. Van Lennep, D. D., Natural Science and Greek.
 Mrs. Henry J. Van Lennep, Associate Principal, Evidences and,
 Physiology.
 Rev. Wm. L. Parsons, D. D., Mental and Moral Science and Logic.
 Mrs. W. L. Parsons, A. E., Physics and Higher Mathematics.
 Miss Julia A. Kempshall, A. C., History and Literature.
 Professor Henri Appy, Vocal Music and Violin.
 Mrs. C. S. P. Cary, A. E., Director of Musical Department.
 Miss Mary S. Hubbell, Instrumental Music.
 Miss Maggie R. Innis, A. P., Instrumental Music.
 Mrs. P. P. Staunton, A. P. M., Instrumental and Vocal Music.
 Professor L. M. Wiles, Department of Painting.
 Professor P. P. Staunton, Department of Drawing.
 Mrs. L. M. Wiles, Preparatory Drawing.
 Miss Rhoda E. Mead, A. E., French and German.
 Miss Jennie Van Housen, A. C., Latin Classics.
 Miss Lucy Forbes, Academic Department.
 Miss Jennie Kempshall, Preparatory Department.
 Miss Evangel Allen, Elocution.
 Mrs. Julia A. Hays, Matron.
 Mrs. Julia W. Davison, Assistant Matron.

Department of the Arts.

Mrs. E. E. I. Staunton, A. E. D. L., Director of the School of Art.
 Professor L. M. Wiles, Department of Painting.
 Professor P. P. Staunton, Department of Drawing.
 Mrs. H. J. Van Lennep, Art Criticism.
 Professor Henri Appy, Vocal Music and Vocalization.
 Mrs. C. S. P. Cary, Miss Mary L. Hubbell, Miss Maggie R. Innis,
 Instrumental Music.

3. NUMBER OF STUDENTS.

The whole number of students in all the departments of the university during the year was 154; the whole number in the college classes was forty-four; the number in the graduating class was twelve, of whom nine finished the course.

Classification of Students.

Enrollment by Grade	
Resident graduates	
Seniors	
Juniors	
Sophomores	
Novians	
Total	

In academic, elementary and special studies
In music
In art

4. COMMENCEMENT EXERCISES.

COMMENCEMENT INGHAM UNIVERSITY.

June 14, 1876.

ATHENS.

Prayer.

PIANO SOLO—Waltz, op. 42, <i>Chopin</i>	Miss I
SALUTATORY	Miss C
PIANO SOLO—"Silver Threads Among the Gold," Transcription.....	Miss H
ESSAY—Keeping Step with the Music.....	Miss Berth
PIANO SOLO—Irish Diamond, No. 8, <i>Pope</i>	Miss
ESSAY—Wagoner.....	Miss
VOCAL SOLO.....	Miss K
ESSAY—Drifting.....	Miss
PIANO SOLO, { a. The Battle Cry of Freedom, <i>Gottschalk</i> , {	Miss
{ b. Nocturne, op. 87, <i>Chopin</i>	
GRAND DUO (Two Pianos)—L'Eclair, <i>Wallace</i>	Misses McL
PIANO SOLO—Last Rose of Summer, <i>Thalberg</i>	Miss
ESSAY—The Century Plant	Miss
PIANO SOLO—Tarantelle, <i>Thalberg</i>	Miss
ESSAY—The Music of Nature.....	Miss
PIANO SOLO—Fantaisie, William Tell, <i>Herz</i>	Miss M
COLLOQUY—The Music of the Past, of the Present and of the F	Misses McLean, Wa
PIANO SOLO—Zweites Spinnlied, <i>Litolff</i>	Miss
ESSAY, WITH VALEDICTORY—The Marble Waiteth..	Miss
PIANO SOLO—Hungarian Fantaisie, No. 14, <i>Liszt</i>	Miss

Degrees Conferred.

GRAND DUO (Two Pianos)—Belisario, *Goria*.....Misses C
ALUMNÆ GREETING TO THE GRADUATES....Miss Juid

BENEDICTION.

ALTONIA AND CONCORDIA SOCIETIES.

1876.

THE CENTURY IN TABLEAU.

Tuesday Evening, June 13.

— Grand Duo, *Martha*.....Misses Brown and Whalen.
 DUO — 'Tis 'Seventy-six, One Hundred Years Ago...Miss Ida Doolittle.
 TABLEAU — Boston ladies at work for soldiers; outside muster and speeches;
 June, 1776.
 TABLEAU — The Independence Bell.....Miss Mattie Lawrence.
 TABLEAU, with Song..... Washington's Reception at Trenton, April, 1780.
 TABLEAU — Lament for Washington.....Miss Alice Taylor.
 TABLEAU — Allegorical.....The Republic Mourning for Washington.
 TABLEAU — The New Year Bells of 1800.....Miss Eva Allen.
 TABLEAU, with Music.....Mrs. Madison's Reception, 1812.
 TABLEAU — Wend you with the World to-night.....Miss Nettie Gilbert.
 TABLEAU, with Music.....La Fayette's Reception, 1825.
 TABLEAU.....Seizure of Osceola's Wife at Fort King, 1835.
 TABLEAU — The Seminole's Defense.....Miss Eva Allen.
 TABLEAU, with Clay's Speech — Henry Clay on the floor of the Senate, 1848.
 — My Country.....Miss Minnie Ferris.
 TABLEAU.....Fugitive Slaves at the North, 1856.
 SONG.....Miss Loretta Davis.
 TABLEAU, with Statuary and Song.....Emancipation, 1866.
 TABLEAU, with Music.....Going to the Centennial.
 — Quartette — Butterfly Galop, *Melotte*,
 Misses McLean, Warner, Stickney and Isherwood.

5. COLLEGE TERMS.

Two sessions of twenty weeks each, with no regular vacation
 close of the year. The first term began September ninth; the
 January twenty-seventh. Annual Commencement, Thursday,
 nineteenth.

Calendar, 1876-77.

Examinations begin Monday, June eighth.
 Create sermon, Sunday evening, June eleventh.
 Examinations close Tuesday, June thirteenth.
 Meeting of council, Tuesday, June thirteenth, 11.30 A. M.
 Commencement exercises, Thursday, June fourteenth, 10 A. M.
 Before the societies. Omitted.
 Meeting of Alumnæ, June fourteenth, 4 P. M.
 First term of next year will begin the second Thursday of
 September, and continues twenty weeks. Last term begins on Thurs-
 day, January 4, 1876, and continues twenty weeks.

6. COURSE OF STUDY.

Problem of a course of study, the best possible in its adaptations
 to the true type of female development and character, is, perhaps,

yet unsolved. Recognizing the demand of society and nature for a style of elegant culture, less restricted than that of the other sex, and somewhat peculiar, we, with our collaborators and institutions, are directing our efforts to secure the highest practical attainments.

It is, as yet, easier to prescribe a thorough curriculum of study than to interest any large number of young ladies to devote the labor required to master it; easier than to induce parents to entrust their daughters as upon their sons.

With the design of advancing as rapidly as possible to the European standard, we have a four years' course of study, corresponding to the undergraduate course in our colleges for men, and allowing, in certain circumstances, modern languages as a substitute for the higher classics, and an advanced pursuit of mathematics as a substitute for the Greek. A fifth year of study completes the whole, secures a completed course and the high standing of the university. We have also a "literary course" of three years, which is embraced a full quota of literary studies, in place of the shorter course of the languages and mathematica. The object of this course is to make suitable provision for the mass of students who, destined to fill important places in society, and reared and trained with peculiar care, have yet neither the taste, time, nor inclination for the higher classics and mathematica. Thus we aim to secure a large number from a miscellaneous and often unsuccessful study, and to secure a tendency to more thoroughness, which is not so happy to find, is the practical result. The diplomas awarded are based upon the amount of study achieved.

Department of the Arts.

Believing in the great possibilities of women as artists, and the desirableness of art as a means of culture, the institution has made for its pupils the advantages of schools devoted exclusively to artistic studies.

The school of drawing, painting and design, originating in the labors of an able and successful artist, the late Colonel Staunton, we believe is entitled to rank among the very first in our country. To secure the best possible results to our studies, a beautiful fire-proof Conservatory of Art has been erected, constructed on the most approved plan for artistic effect in the exhibition of pictures. On its walls are suspended the original religious compositions of Colonel Staunton, "The Ascent of Mount Zion," "The Walk to Emmaus," "The Miracle at Gadara," "Henry Clay," "Contemporaries in the United States Senate" — the most important of his works — together with a large number of his minor

portraits and landscapes ; also, "Charlemagne," an historical painting by Clara Oenicke ; "Job and his Friends," by Ludwig Tiersch, President of the Royal Academy of St. Petersburg ; "Hunting Scene," a landscape by Carl Jungheim, of Düsseldorf, and others of considerable value. The pictures in this gallery are not designed to serve as models for copying so much as for study, and for the culture they cannot fail to effect in those who possess natural taste for art and susceptibility to its powers. Recently, two very large and elaborate paintings, by Prof. L. M. Wiles, have been added to the gallery, "The Vale of Elms" and "The Bridal Vail."

The studios arranged for practice contain large collections of drawings and casts from the antique and modern, for the study of figures with reference to anatomical accuracy. For pre-Raphaelite studies, selections of plants and flowers are made from an extensive garden and green-house, and of birds and animals from the Museum of Natural History. It is the aim of the school to teach art to its students and not merely to supply them with pictures. They are, therefore, as soon as the manual culture is sufficient, placed under the tuition of nature, as the great teacher, and set to the study of her works as the standard models for imitation ; passing, in the school of drawing and crayoning from the simple to the difficult, and thence onward to the school of painting and design. In this way the mere copying of pictures becomes a matter of slight importance, easily accomplished when better work is not at hand. But the selection and arrangement of objects with the study of effects in harmony and contrast of colors, light and shade, and effective grouping, give a far higher culture—the true aim and object of art.

School of Music.

This department is thoroughly organized, under the direction of professors of the highest character. While, in general, the conservatory plan is adopted, it is believed that pupils cannot become accomplished musicians if taught technics merely in classes. In order, therefore, to acquire a fine execution and a polished style, each student is subjected to a careful and thorough personal training.

As a further means of securing confidence and success, a weekly review is maintained, at which pupils are called upon to play in presence of the class. A mutual and kindly criticism, tending to the correction of faults and peculiarities, and inducing a habit of careful and discriminating observation, all important to the prospective teacher or performer of music, is encouraged and enjoined.

In addition to private lessons and weekly reviews the pupils are also classed and instructed in the theory and principles of music as a science, from the simple vibration of a string to those higher laws which govern

musical composition. Blackboard exercises, in the varieties of accent, scales, ornament, modulation and transposition are given in these classes, qualifying them to analyze and more perfectly to perform and render the best music.

In the training of the voice similar methods are pursued, with adaptation to each student. In this department we have the services of Professor Henri Appy, director of the Rochester Conservatory of Music. Twenty years' experience in training that most delicate of all musical instruments, the human voice, enables him to impart to it, as from his violin, that most desirable quality, purity of tone.

A musical library is supplied for the use of students, and for those who are candidates for graduation. A large hall, constructed upon acoustic principles, and furnished with superior instruments for daily use for vocal and instrumental practice, as well as for musical entertainments. There have been furnished for the department, ready for the fall term, a Mason & Hamlin organ with three banks of keys, twelve stops and twenty-seven pedals, and a Chickering grand piano.

The instrumental course of study consists of selections from the following text-books and studies:

Plaidy's Technical Studies; Czerny's op. 139; Czerny's op. 299, Velocity, four books; Czerny's op. 337, 740, six books; Duvernoy's Studies in Mechanism; Heller, 16, 45, 46; Kratze op. 2, 4; Thalberg's Preludes and Exercises; Clement's Gradus ad Parnassum; Thalberg's Preludes and Fugues; J. S. Bach, Inventions; Moscheles op. 10; Hawsett op. 2, 5; Chopin op. 10, 25; Cramer's Studies, 1, 2; Thalberg's Art du Chant; Thalberg's Studies, op. 26. Theory: A. N. Johnstone. Harmony: E. F. Richter; A. N. Johnstone. Theory of Musical Composition. Organ: Zundel's Organ School; Schnider's Organ School. Vocal music: Concone's exercises, by the professor.

Commercial Department.

The university aims to qualify young ladies thoroughly in book-keeping, and for the independent transaction of any kind of business in which they may be called.

The following are the studies pursued by the several classes:

Classical Course.

Novian year.—First term: Sallust; algebra, finished; ancient history. Second term: Virgil; geometry; modern history. English composition and elocution twice a week.

Sophomore year.—First term: Cicero; French or German; geometry and conics or Greek. Second term: Livy and books

French, German or Greek; natural philosophy; botany, ten weeks. English composition, elocution and Bible history weekly.

Junior year.—First term: Horace; Greek or German; chemistry; rhetoric; domestic science, ten weeks. Second term: Tacitus; mineralogy and zoology; English literature. Essays and elocution.

Senior year.—First term: Mental philosophy, with logic; physiology and geology; political economy and literature. Second term: Moral philosophy; natural theology and evidences, with Butler; astronomy and æsthetics. Essays and elocution.

Literary Course.

First year.—First term: French or German; algebra, finished; ancient history. Second term: Natural philosophy; geometry; modern history. English composition and elocution twice a week.

Junior year.—First term: French or German; chemistry; rhetoric; domestic science. Second term: French or German; mineralogy and zoology; botany; book-keeping; English literature. English composition, elocution and Bible history weekly.

Senior year.—First term: Mental philosophy; physiology and geology; political economy and literature. Second term: Moral philosophy; natural theology, evidences and Butler; astronomy and æsthetics. Essays and elocution.

During the first term of each alternate year a thorough course of instruction is given to the Junior and Senior classes in hygiene; and in the second term of each alternate year a course of lectures is given to the same classes on music and fine art.

Lectures on various other subjects were given during the course, including the art of teaching, domestic economy, science of government, legal rights of women, etc.

Throughout our course we lay much emphasis upon the study of language, as an effective instrument of mental development and symmetrical culture. Accordingly, besides the careful study of our own language through the entire course, the classical and modern European languages are brought, by the most thorough and approved methods of teaching, within the reach of every pupil who may desire the knowledge of them.

In a course for young ladies the studies of history and literature have some peculiar claims. Taste and imagination must be cultivated, human nature must be studied, and cause and effect noted in the ongoings of society. Material must be gathered for woman's work of forming and impressing other minds, and of adding interest and attractiveness to the social sphere. Rhetorical training having led to an appreciation of literary masterpieces, the leading authors in English literature are

critically studied, the development and progress of the subject considered, and choice passages memorized. History seen in its relation and parallelism is recalled, and practical results are drawn.

Elocution is studied both as a science and an art. It is taught daily, in the class-room, by oral exercises, ranging from elementary sounds to the rendering of difficult passages from the best authors. As an art, it is brought into use by weekly exercises on the chapel stage, before the college assembled, teachers as well as pupils, and such others as may choose to attend.

It is our aim that the sciences, as taught in this department, be presented to the classes as a unity, making prominent the connection between them, as they may be conceived to exist in nature. In algebra, geometry and trigonometry, the discipline of logical reasoning and theorization, necessary to the clearest understanding of physics and chemistry, while, in these, we may learn the principles which the mineral kingdom was founded to feed the human race, that the animal, until we arrive at man, God's crown and glory, we study in his scientific relations to the world and nature, and finally to the higher relations of his intellectual and moral being. We follow God's order, who first ordained the laws of the mineral, and animal kingdoms in their order, and, last of all, brought man into the world, and taught him his relation to his Maker.

7. EXERCISES.

All the pupils are assigned to classes, which meet weekly for exercises in English composition. Written exercises of some kind are required of each pupil every week, and, in addition, an oral exercise every third week. These are corrected, read and criticised in the classes or before the assembled school and faculty.

Friday of each week is given to these and other exercises, which supplement the daily lessons, and to make the course of study complete. The morning is given to reviews in all the elementary departments, generally continued to the Senior year. The more advanced departments, the first term, in readings in ancient literature and classics, especially Shakespeare, with criticisms and written analysis, and a course of lectures on the legal and political principles. The second term, these are succeeded by domestic economy, training, English classics continued, and lectures on the various forms of government. Special attention is given to vocal exercises every day.

At the opening of each daily session, half an hour is given to devotional exercises, to biblical and such other moral

pted to the known necessities of the pupils. All school family are embraced in Bible classes held on. A religious service is held in the evening for who do not attend church. The pupils, with few highly drilled in gymnastic exercises at least four

8. EXHIBITIONS.

give each a public literary entertainment during the the evening before Commencement, a united one, discussions, colloquies, recitations, etc. An annual to societies, by a gentleman of literary reputation, name of Commencement week.

9. EXAMINATIONS.

of the studies of each term, a thorough examination in the presence of the school, the faculty, and such visitors as choose to be present. A satisfactory the condition to the advancement of the pupil in aduation.

10. MODES OF INSTRUCTION.

from the text-books, and each student is required ngs of the author. It is the further aim of the ation, illustrations, lectures and experiments, to ependent of the text-books, and to lead them to of what they learn by the insight of their own object makes it important, notes and abstracts are re.

11. DISCIPLINE.

otionate personal influence of the section teachers he co-operative authority of the faculty, has been cient to secure the good order of the school. We controlling power of reason and conscience in a the necessity of more stringent measures in the hool government. The expulsion of a pupil has cessary.

12. GRATUITOUS AID.

is no funds from which such aid can be granted. es of moderate means, yearning for educational

advantages, are, however, sometimes aided by a large deduction from their term bills.

13. STATUTES AND BY-LAWS.

A few simple and obviously just rules, demanded by good, have answered all the purposes of more formal statutes.

14. DESCRIPTION AND VALUE OF COLLEGE BUILDINGS.

The institution has one large university building, the which furnishes the necessary school and recitation rooms. The upper story affords a large audience room used for lectures, music classes, and for Commencement exercises. Then there are connected buildings, reaching each way from a large central structure, arranged for educational work. In these buildings are rooms for about 100 young ladies; parlors, dining-rooms, large society rooms, with their libraries and appropriate rooms, etc. Adjoining the south end of the central hall is a conservatory of plants, which affords great pleasure to the students during the winter months. Recently, Mrs. Staunton has erected a stone, fire-proof edifice, as a memorial to her husband, for the university, and which is known as the "Staunton Conservatory of Art and Science." The conservatory is a substantial and ornate structure, forty feet by fifty, two stories high, with a three-sided front. The lower room is appropriated to the various collections of minerals and curiosities, illustrative of the natural sciences. The objects are deposited in glass cases, and so arranged as to make their study most convenient. The upper story, lighted from above, is constructed into ample gallery for the proper exhibition of the most beautiful and valuable oil paintings.

During the year now reported, a new art college has been built by the liberality of Mrs. Julia Ingham Frothingham, of Boston, built of stone, thirty by fifty feet, two stories high, and is known as the Staunton Conservatory of Art and Science. In the upper story, for painting are arranged, with skylights, movable screens, and walls; while below are similar arrangements for students. It is believed that neither the building nor its appointments are better adapted to the ends of an art school. Indeed, that no institution, in city or country, for young ladies, has as the university now has for the study of art.

Two acres of ground have recently been purchased, east of the university building, and are valued at \$4,000.

Over a thousand dollars have been expended during the year in improving the buildings of the institution, and in securing additional conveniences for the students.

The present value to the university of the buildings heretofore reported, together with the purchase above referred to, we estimate at.....	\$45,000 00
The present value of the ground.....	10,000 00
The present value of the cottage property occupied by the vice-chancellor and family, at	10,000 00
The conservatory of art and science	15,000 00
The art college.....	10,000 00
	<hr/>
	\$90,000 00

15. OTHER PROPERTY IN USE FOR SCHOOL PURPOSES.

Libraries of the university and of the societies, \$3,500 00	
Furniture and fixtures in school-rooms and boarding-house	12,000 00
Musical instruments in use.....	6,000 00
Chemical and philosophical apparatus, costing originally	1,500 00
Cabinet of minerals.....	1,500 00
South American collection of birds, reptiles, Indian curiosities, and other valuable speci- mens, gathered on the equatorial line by the expedition led by the late Col. Staunton and by Prof. Orton, of Vassar College.....	4,000 00
Oil paintings and models used in the art de- partment	15,000 00
	<hr/>
	48,500 00
	<hr/>
	\$133,500 00
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16. REVENUES.

Receipts from tuition.....	\$6,774 04
Receipts from board bills.....	15,576 41
	<hr/>
	\$23,350 45
	<hr/> <hr/>

17. DEBTS.

The institution has a permanent debt of.....	\$6,000. 00
	<hr/> <hr/>

18. INCOME AND EXPENDITURES.

Income, as above stated.....

Expenditures.

Salaries of teachers	\$9,963 00
Salaries of other laborers.....	2,897 00
Fuel bills.....	1,630 70
Travelling expenses	6,600 00
Repairs and incidentals.....	1,335 90
Lights.....	200 00
Church sitting.....	120 00
Insurance	259 80
Catalogue	90 00
History of university.....	175 00
Engraving university.....	200 00

Deficiency

19. PRICE OF TUITION.

The price of board and tuition in English branches, Latin and Greek, is \$230 ; for board, tuition and extra studies (including drawing, music and modern languages), lights and washing, for a school year of forty weeks, payable half-yearly in advance, for day pupils, from fourteen to thirty dollars per year, according to the studies pursued. Music is from fifty to sixty dollars per year, and drawing forty dollars per year. When a pupil devotes herself exclusively to painting and drawing, at the same terms are one dollar per lesson, extending through the year.

20. CLOSE OF REPORT.

The foregoing report is submitted by the sub-council of the college, having been adopted at a meeting held October 9, 1876.

C. H. TAYLOR

W. L. PAUL

XIV. ST. STEPHEN'S COLLEGE, ANNANDALE, DUTCHESS COUNTY.

To the Regents of the University of the State of New York:

The trustees of St. Stephen's College, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year, ending June 22, 1876, being the day of the annual Commencement, containing a true and just statement of facts, showing the progress and condition of said college during and at the close of said year in respect to the several subject-matters following.

1. NUMBER AND DESIGNATION OF PROFESSORSHIPS.

The professorships have been defined by the trustees only as they have been filled by the appointment of professors.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

The Rt. Rev. Horatio Potter, D. D., LL. D., D. C. L., Oxon., *ex officio* visitor.

The Hon. John V. L. Pruyn, LL. D., chairman of the board.

The Rev. John Ireland Tucker, D. D.

John Bard, Esq.

Henry W. Sargent, Esq.

William A. Davies, Esq.

Thomas W. Ogden, Esq.

Cyrus Curtiss, Esq.

John W. Mitchell, Esq.

The Rev. R. B. Fairbairn, D. D., *ex officio*, secretary.

Stephen P. Nash, Esq., *ex officio*.

The Rev. William F. Morgan, D. D.

John Campbell, Esq.

The Rt. Rev. A. N. Littlejohn, D. D.

The Rev. George F. Seymour, D. D., *ex officio*.

The Rt. Rev. William C. Doane, D. D.

The Rev. Henry C. Potter, D. D.

The Rev. William A. McVickar, D. D.

Richard M. Harison, Esq., *ex officio*.

The Rev. George H. Houghton, D. D.

Henry M. Braem, Esq.

S. Van Rensselaer Cruger, Esq., treasurer.

Douglas Merritt, Esq.

There were present at the annual meeting June 21, 1887, the Rev. Drs. Tucker, Seymour, Morgan, Potter, Fairbairn, and Messrs. Campbell, Cruger, Davis, Harison Sargent.

The Faculty.

The Rev. Robert B. Fairbairn, D. D., LL. D., Warden of Moral Philosophy and acting Professor of Logic and
The Rev. George B. Hopson, M. A., Professor of Latin
The Rev. William W. Olesen, D. D., Professor of Greek
The Rev. Louis L. Noble, M. A., Professor of History Literature.

Jas. Stryker, M. A., Professor of Mathematics and Natural Science.

M. S. V. Heard, M. A., Assistant Professor of Greek.

George Jarvis Coe, B. A., Tutor.

There are two janitors, a matron and nine servants.

3. NUMBER OF STUDENTS.

Seniors	
Juniors	
Sophomores	
Freshmen	
Preparatory class	
Total	

4. COMMENCEMENT.

The Commencement was held on Thursday, June twenty, 1887, and the programme was as follows:

Oratio Salutatoria.	Joseph D. Herron, M. A.
Conservatism'	Alfred A. Brockway
Anniversaries	Charles G. Coffin
Crusades	David L. Sanford, Th. M.
Marie Antoinette	James H. Titus
Period of the Stewarts in England	William C. May
Hero Worship	Pierre McD. Blewett
Novel Reading	Bradford R. Kirkbride
Francis Bacon, with Valedictory Address	Scott B. Rathbun

The above named, nine members of the class, received the degree of B. A.

William M. Jefferis, Professor of Mathematics in Delaware College, Thomas B. Fulcher, Andrew W. Gilkeson, Richard C. Tomlins, received the degree of M. A. in 1886. They had been B. A. three years, and having presented to the faculty a satisfactory thesis.

Andrew Oliver, D. D., of Hobart College, and Professor of Interpretation in the General Theological Seminary, and Professor of Greek in St. Stephen's College, was admitted to the degree of D. D.

5. COLLEGE TERMS OR SESSIONS.

The college year is divided into three terms. The first beginning August eighth, and ending December twenty-second. The second beginning January third, and ending April 1st. The third beginning May, and ending June twenty-second.

College Calendar.

September 8. Christmas term begins.
 September 1. All Saints' Day. Holiday.
 September 25. Thanksgiving. Holiday.
 September 20. Examinations.
 September 21. Examinations.
 September 22. Christmas term ends.
 October 3. Easter term begins.
 October 8. Epiphany. Matriculation.
 October 22. Washington's birthday. Holiday.
 Examinations, and term ends.
 Trinity term begins.
 Ascension Day. Holiday.
 Examinations.
 Examinations.
 Examinations.
 Examinations. Annual meeting of trustees.
 Commencement.

6. COURSE OF STUDY.

First class.—Latin: Quintus Curtius, two books; Cicero de Officiis, book XXI; Arnold's Latin Prose; Roman antiquities, Livy, book XXI; Arnold's Latin Prose; Roman antiquities, History of Rome. Greek: Johnson's extracts from Herodotus, three books; Greek Testament, St. John's Gospel; Greek prose composition. Mathematics: Loomis' Quadratic equations to end; Loomis' Geometry, from V to English: Quackenbos' Rhetoric; reading, declamation

Second class.—Latin: Horace's odes, satires and epistles; Tacitus' Annals. Greek: Xenophon's Memorabilia, II books; Medea

of Euripides; Greek Testament, St. Luke's Gospel; lectures on drama and poets. Mathematics: Loomis' Trigonometry; Navigation and Spherical Trigonometry; Loomis' Co-ordinates; English: Harrison on English language; Fowler's English; reading, declamation and composition.

Junior class.—Latin: Juvenal, X satires; Cicero de Morte I and III books; Latin composition. Greek: Sophocles' *Oedipus Vincetus*; Greek Testament, St. Paul's Epistle; Demosthenes' lectures on Greek language and literature. Mathematics: Olmsted's Natural Philosophy; Loomis' Astronomy, Elements of Logic; Taylor's Manual of History; Kames' Elements of Logic; original declamations, reading and composition.

Senior class.—Latin: De Officiis. Greek: Plato's Republic; Greek Testament, Acts; lectures on Hellenistic Greek. English: Human Intellect; Whewell's Elements of Morality; lectures on Human Nature; Youman's Chemistry; lectures on science; lectures on English literature; Taylor's Manual of Logic; original declamation, composition and reading. Hebrew: Grammar, and I and II chapters of Genesis.

The above course of study has been carefully followed for a year.

7. EXERCISES.

The exercise in reading, declamation and composition is conducted each week by the professor of history and by the professor of English.

8. EXHIBITIONS AND PRIZES.

Prizes are given in Latin, Greek, mathematics, natural philosophy, astronomy, ethics, mental philosophy, logic, Hebrew, German and elocution. The first man of the graduating class, whose marks for his whole college course average ninety-five, is *primus*, and the second, provided his marks are ninety, is *secundus*.

9. EXAMINATIONS.

The examinations are held at the end of each term. Both the written and the oral mode are employed. Only those marked above 80 on a scale of 100 are declared to have sustained them.

10. DISCIPLINE.

The discipline is administered by the warden, assisted by the professors, and is intended to be mild and parental.

11. MODE OF INSTRUCTION.

Instruction is given by means of daily recitations in the class room, and by lectures of professors in the class room.

12. GRATUITOUS AID.

There are no charges in this college for tuition and room rent. Each student pays \$225, which is the cost of furnished rooms, board, washing, and lights.

13. STATUTES AND BY-LAWS.

The trustees have adopted no statutes or by-laws, but have left to the college the enforcement of such laws and rules of discipline as they may find necessary.

14. DESCRIPTION AND VALUE OF BUILDINGS, ETC.

Three acres of land.....	\$11,420 00
Chapel and furniture	34,000 00
House, used for recitation rooms.....	5,000 00
House	1,000 00
Building, south wing.....	16,000 00
Other college buildings.....	6,500 00
Large building	4,200 00
Library.....	3,500 00
.....	400 00
Old Willink hall	53,000 00
College property, about.....	3,000 00
Etc.....	1,200 00
.....	4,200 00
	<hr/>
	\$143,420 00

15. DEBTS.

The college debt is a mortgage on the estate of \$1,000.

16. REVENUE.

The college has no endowment, but relies at present on the annual contributions of its friends.

Trustee	\$1,500 00
Society for Promotion of Religion and Learning...	3,500 00
Other subscribers.....	3,400 00
	<hr/>
	\$8,400 00

17. INCOME AND EXPENDITURES.

Annual contributions.....	\$8,400 00
Annual payments of students	16,000 00
	<hr/>
	\$24,400 00

Salaries of professors.....
 Insurance, about.....
 Maintenance of college, about.....

18. GRADUATES.

The number of graduates in the arts was this year nineteen.
 number eighty-eight.

19. CONCLUDING REMARKS.

The above report is made in compliance with a resolution of the
 board of trustees.

R. B. FAIRBANKS
Secretary

ANNANDALE, October 14, 1876.

COLLEGE OF ST. FRANCIS XAVIER, NEW YORK CITY.

Report of the University of the State of New York :

Officers of the College of St. Francis Xavier, in compliance with an order of the Regents of the University, submit the following report for the last collegiate year, ending on the 26th day of June, 1876, and a true statement of facts showing the progress and condition of said college, during and at the close of said year, in respect to the subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

Professorships in said college during said year, as established by the Regents, were the following :

1. Astronomy and Chemistry. 2. Logic, Metaphysics, Psychology and Natural Theology. 3. Physics and Mathematics. 4. Botany and Natural History. 5. Rhetoric and General Literature. 6. French. 7. Classics. 8. History and English Composition. 9. Latin. 10. Geometry and Algebra.

2. TRUSTEES, FACULTY AND OTHER OFFICERS.

Following is a list of the trustees of the college, with their names and places of residences :

Henry Hudon, S. J., Chairman, 49 West Fifteenth street.

Rev. Theophilus Charaux, S. J., 49 West Fifteenth street.

Michael Driscoll, S. J., Troy, N. Y.

Charles H. De Luyne, S. J., 36 West Sixteenth street.

Henry Duranquet, S. J., Secretary, 49 West Fifteenth street.

Marice Ronayne, S. J., St. John's College, Fordham, N. Y.

Edmund Mignard, S. J., 36 West Sixteenth street.

Theodore Thiry, S. J., 49 West Fifteenth street.

Joseph Durthaller, S. J., Ninetieth street, New York city.

David Merrick, S. J., Treasurer, 36 West Sixteenth street.

Patrick F. Dealy, S. J., 36 West Sixteenth street.

Francis Cazeau, S. J., 49 West Fifteenth street.

Derrick W. Gockeln, S. J., St. John's College, Fordham, N. Y.

John A. Treanor, S. J., St. John's College, Fordham, N. Y.

Annual meeting of the board was held on the seventh day of July.

At which the following trustees were present: Rev. Henry

J., Chairman; Rev. Henry Duranquet, S. J., Secretary;

Edmund Mignard, S. J.; Rev. Theodore Thiry, S. J.; Rev. Joseph

Durthaller, S. J. ; Rev. David A. Merrick, S. J. ; Rev. Pat. S. J. ; Rev. John A. Treanor, S. J.

There were four meetings held during the year.

The faculty of said college, including all persons charged with duty of giving instruction therein during said year, consisted of the president, vice-president, and nine professors for the undergraduate and twenty for the grammar, commercial and preparatory classes, all twenty-seven professors or tutors.

The other officers of said college, charged with duties other than those of public instruction, during said year, were the disciplinarian, a prefect of studies, a treasurer, a chaplain and a librarian.

The name of the several persons holding offices or places in said college during said year, with the offices or places held by them, and the salaries or annual compensation allotted to them for their services, were as follows :

Rev. H. Hudon, President.

Rev. J. A. Treanor, Vice-President and Chief Disciplinarian.

Rev. J. Prendergrast, Prefect of Studies.

Rev. David Merrick, Treasurer.

Rev. T. Thiry, Chaplain.

Rev. C. H. De Luynes, Librarian.

Mr. D. Plante, Assistant Prefect.

Rev. G. Friderici, Professor of Logic, Metaphysics, Ethics and Natural Philosophy.

Mr. Th. Caisse, Professor of Physics, Mathematics and Natural History.

Rev. A. Thebaud, Professor of History.

Rev. R. Whyte, Professor of Evidences of Religion.

Rev. P. F. Dealy, Director of the Alumni Sodality.

Rev. J. Shea, Professor of Rhetoric, and President of the Literary Society.

Mr. E. McTammany, Professor of Belles-Lettres.

Mr. Charles J. O'Connor, Professor of Classics.

Mr. J. M. Fox, Teacher of the First Grammar Class.

Mr. W. Cornell, Teacher of the Second Grammar Class.

Mr. J. B. Young, Teacher of the Introductory Class, First Year.

Rev. P. Gleason, Teacher of the Introductory Class, Second Year.

Mr. E. A. Risler, Teacher of Penmanship and Drawing.

Mr. J. Dowdle, teacher of Penmanship.

Mr. J. Koerner, Instructor in German.

These gentlemen deem it to be their calling to devote themselves to the education of youth, without any further compensation than the defrayal of their necessary expenses ; the total amount estimated by the Treasurer at \$9,000 for the year.

Carey, A. M., Assistant Professor of Mathematics.
 Conner, M. D., Professor of Chemistry.
 Fox, Teacher of Third Grammar Class, First Section.
 Johnson, Teacher of Third Grammar Class, Second Section.
 Van De Velde, Instructor in Latin and Greek.
 Evans, A. B., Instructor in French, Secretary of Faculty,
 Librarian.
 Buckley, Teacher of First Commercial Class.
 Murray, Teacher of Second Commercial Class.
 Reardon, Teacher of Third Commercial Class.
 McElroy, A. B., Teacher of First Preparatory Class.
 Smith, Teacher of Second Preparatory Class.
 O'Sullivan, Teacher of Third Preparatory Class.
 Hanselmann, Instructor in German.
 Wagner, Instructor in German.
 Frobisher, Professor of Elocution.

gentlemen but seven resided in the college. Their compen-
 sation during said year, amounted in the aggregate to

3. NUMBER OF STUDENTS.

The number of students, undergraduates, in said college, during
 said year, was eighty-nine.

At the beginning of said year.....	8
At the close of said year.....	81
	<hr/>
	89
	<hr/>

The number of graduates at the annual Commencement, held on the
 1st of June, 1876, was seventeen.

The number of students in said college, during said year, who were
 graduates, was 377.

Grammar classes.....	210
Commercial classes.....	77
Preparatory classes.....	90
	<hr/>
	377
	<hr/>

At the beginning of said year.....	80
	<hr/>

At the close of said year, with undergraduates, as stated

.....	378
	<hr/>

The average age of the graduates was twenty, the minimum seventeen; the maximum twenty-four.

The average age of the undergraduates was eighteen, the minimum fourteen; the maximum twenty. Most of the graduates intended to pursue a professional career.

4. CLASSIFICATION OF STUDENTS.

The students who were undergraduates in said college, during said year, were classified as follows, viz.:

First class, or philosophy.....	17
Second class, or rhetoric.....	15
Third class, or belles-lettres... ..	17
Fourth class, or classics	40
Total	<u>89</u>

This division corresponds to the appellations of Seniors, Juniors, Sophomores and Freshmen, adopted elsewhere.

The students who were not undergraduates in said college, during said year, were classified as follows, viz.:

Introductory class	67
First grammar class.....	32
Second grammar class.....	38
Third grammar class, first section.....	41
Third grammar class, second section	32
First commercial class.....	13
Second commercial class.....	23
Third commercial class.....	41
First preparatory class	38
Second preparatory class.....	32
Third preparatory class.....	20
In all, as above stated.....	<u>377</u>

5. COMMENCEMENT EXERCISES.

The following is a copy of the programme of the last Commencement.

A. M. D. G.

TWENTY-SIXTH ANNUAL COMMENCEMENT.

June 26, 1876, 7.30 P. M.

ORDER OF EXERCISES.

- OVERTURE — "Zampa"..... By the Orchestra
 1. DISCOURSE — "National Greatness"..... John J. Wynne.
 SELECTION — "Ernani"..... Verdi.

URSE — " Authority "	Charles V. Sass.
ADIEUX" — Solo for cornet and trombone.....	Schubert.
URSE — " Public Spirit "	John J. Griffin.
US — " I Lombardi ".....	Verdi.
URSE — " Law ".....	James T. McElroy, A. B.
" Immortellen "	Sträuss.

Award of Medals and Prizes.

ABIE — "L'Etoile du Nord "	Meyerbeer.
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Conferring of Degrees.

ESS TO THE GRADUATES..Rev. James T. Curran, D. D. (class of 1869).	
H — " Centennial "	Wagner.

degrees conferred were as follows:

egree of LL. D. was conferred on John Newton, Lieutenant-
of Engineers, Brevet Major-General U. S. A.

egree of Ph. D. was conferred on Joseph T. O'Connor, M. D.

egree of A. M. was conferred on James A. Völker, A. B.,
Bavaria; James T. McElroy, A. B., New York; George J.
A. B., New York; Francis J. Evans, A. B., New York; Bothil-
udel, A. B., Montreal, Canada.

egree of A. B. was conferred on John J. Wynne, New York;
K. Gibbons, New York; Charles V. Sass, New York; John F.
New York, John J. Griffin, New York; Francis D. Leary,
r, Mass.; Edward M. Quinn, Staten Island, N. Y.; Charles A.
, Brooklyn, L. I.; James F. McLaughlin, New York; James H.
, Boston Mass.; also on Denis Gaherty, Thomas H. Fahey, of
a College, Montreal, Canada.

6. COLLEGE TERMS.

were two terms or sessions for studies in said college during
the first term beginning on September 6, 1875, and ending on
of Ferbruary, and the second term beginning on the fourth of
, and ending on the 26th day of June, 1876, that being the
annual Commencement.

were two vacations during said year, viz.: The Christmas and
vacations.

Christmas vacation began on the 24th day of December, 1875,
d on the 4th day of January, 1876, and the Easter vacation
ed on the 11th day of April, and closed on the 19th of April,

The following is a copy of the calendar for the next
1876.

September 4. First term, twenty-seventh year, begins.

November 1. All Saints day. Holiday.

November 7. Presidential election. Holiday.

November 30. Thanksgiving day. Holiday.

December 8. Feast of the Immaculate Conception. H

December 23. Christmas vacation begins.

1877.

January 3. Christmas vacation ends.

January 31. Semi-annual examination ends.

February 2. Second term begins.

February 22. Washington's birthday. Holiday.

March 17. St. Patrick's day. Holiday.

March 28. Easter vacation begins.

April 4th. Easter vacation ends.

June 23. Annual examination ends.

June 25. Twenty-seventh annual Commencement.

September 3. First term, twenty-eighth year, begins.

7. SUBJECTS OR COURSE OF STUDY.

The undergraduate course of study in each class during said year, was as follows:

Fourth class, or classics. — 1. English: versification; position; Macbeth committed to memory. 2. Latin: grammar; Idioms; Prosody; reading of Cicero's orations against Catilina; Virgil's Eclogues; selections from the Georgics and the Æneid; Sallust's Catiline. 3. Greek: Syntax and idioms and oral exercises; Xenophon's Cyropædia; books of 4. French: Telemachus extracts; exercises and translation of Fredet's Modern History, from the beginning to Charlemagne. 5. Mathematics: Loomis' Algebra. 7. Elocution: The student class attend the weekly course of the undergraduates. doctrine: De Harbe.

Third class or belles-lettres. — 1. English: lectures five times on the principles of literature; Pope's Essay on Criticism; Rhetoric. 2. Latin: reading and literary study of Virgil's Narrations, Cicero's Verrine Orations and Philippics, Horace's Odes and Art of Poetry. 3. Greek: Plutarch's Lives; Euripides' Olynthiacs; Homer's Iliad and Plato's Phædo. 4. French: Telemachus, extracts; Art Poétique de Boileau. 5. History: Modern History, from the reign of Charlemagne to the

America, part VII. 6. Mathematics: Davies' Geometry. 7. Elocution: Once every week, for an hour, with the other undergraduates. 8. Christian Doctrine: De Harbe.

Second class, or rhetoric. — 1. English: lectures by the professor five times a week. The principles of rhetoric are exemplified from ancient and modern authors, and applied in original compositions. The best speeches in Goodrich's Eloquence are analyzed. 2. Latin: literary study of Cicero's orations, Pro Ligario, Pro Milone, Pro Lege Manilia, etc.; Satires of Horace, Persius and Juvenal; Agricola and Germania of Tacitus. 3. Greek: Demosthenes, De Corona and Philippics; Sophocles' Tragedies, Œdipus Coloneus and Œdipus Rex. 4. French: Reading and literary criticism of Cahour's Chefs d'Œuvres d'Eloquence; extracts from the best French orators. 5. History: Lecture once a week. 6. Mathematics: Plane and spherical trigonometry, and analytical geometry; text-book, Loomis. 7. Mineralogy: Text-book, Dana. Geology: text-book, Steele. 8. Physiology: Text-book, Steele. 9. Chemistry: Lectures three times a week. 10. Elocution: One hour weekly with the other undergraduates. 11. Evidences of religion: Lecture once a week.

First class, or philosophy.—1. A full course of mental philosophy: Logic, general metaphysics, cosmology, psychology and natural theology; text-book, Jouin, Compendium Logicæ et Metaphysicæ. The mode of instruction is by lectures in Latin, five times a week, of an hour and a half in the forenoon and one hour in the afternoon. The students are required to prove and defend every thesis against the professor and others appointed to propose the weightiest objections. 2. Physics: Lectures of one hour each, five times a week, illustrated by experiments; text-book, Ganot. 3. Mathematics: Calculus, differential and integral; text-book, Loomis; mechanics. 4. Astronomy: Lectures by the professor. 5. Chemistry: Lectures, illustrated by experiments; text-book, Eliot and Storer. 6. Elocution: Once a week the undergraduates meet in the college hall for public speaking. Their efforts are criticised by the professor, who, in his remarks, explains the leading principles of elocution. 7. Evidences of religion: Lecture once a week.

Postgraduate course.—The postgraduate course, which leads to the degree of Master of Arts, occupies one year. It comprises the study of ethics, natural law, and the law of nations, lectures on physical sciences, with experiments. The mode of instruction is by lectures. The students write philosophical essays on the questions expounded, and the most successful competitor receives a gold medal at the Commencement.

8. EXERCISES.

A daily exercise in Latin, Greek, French, mathematics, etc., according to the degree of the class and the branches taught therein, is required of

each student. A weekly exercise is given in all the classes of the preparatory course, the subject-matter being marked out by the faculty.

Every second week a competition on a subject-matter is held throughout all the classes. The result of these competitions determines the progress of the student, and decides the annual proficiency.

Once every month an account is given, before the faculty and students, of each pupil's behavior and application, and a report is sent to the parents or guardians.

To insure success private study at home for two hours in the evening and half an hour in the morning is strictly required.

Punctual attendance is earnestly recommended; hence, in case of absence, a note is required from the parents or guardians to inform the college of the non-attendance of their children or wards.

The hours of class are from nine o'clock in the morning till twelve before three in the afternoon.

The younger students of the preparatory course are dismissed home at half-past two. The doors are opened at half-past two. The professors and prefects are then in attendance.

There are in said college two literary societies, viz.:

1. The Xavier Alumni Association, composed of graduates of the institution,

2. The St. Francis Xavier Debating Society. This society meets every fortnight. The exercises consist in the reading of original essays, and in debates on subjects selected by the president. The membership is confined to the senior students of the university. The president is appointed by the college faculty; the officers are selected semi-annually by the members.

There is also, in said college, a students' library, containing a large number of volumes of varied and useful reading matter, carefully increased steadily on the increase. The library is open daily from nine till nine A. M., and from half-past two till half-past three P. M.

9. EXHIBITIONS AND PRIZE CONTESTS.

Two public exhibitions were held in said college during the year 1876, one on the 10th day of February, 1876, and the other on the 10th of June, being that of the annual Commencement.

The following annual prizes were awarded by the faculty, the cost thereof being mainly defrayed by the college treasurer:

1. Three gold medals; the first in the post-graduate class, the second in the graduating class, the third in the undergraduate class.

These three prizes were private gifts.

silver medals; two in the graduating class, and three in the duate course.

series of prizes (books) has been established from the beginning institution, to be awarded in every class or section for every knowledge taught during the year.

rules which regulate the number of prizes and distinctions in s or section are as follows:

for a class or section having less than twenty students one prize ven, with a "distinction" or "honorable mention" for every ent.

for a class or section having twenty students or more two e given, but the second prize is counted as the first of the ions" or "honorary mentions."

names of the successful competitors are printed in the annual a.

10. EXAMINATIONS.

were two examinations during said year; one at the end of the other in June, before Commencement.

examinations were both written and oral, and promotion to a ass depended on that issue. They proved productive of the its, and an excellent means of encouraging emulation.

a student presents himself for admission to said college, he is examined and then assigned to that class to which his acquire- title him.

11. MODE OF INSTRUCTION.

tion is given in said college by lectures, recitations and analysis. n and Greek authors are translated and analyzed by the stu- the professors adding whatever they consider necessary for a knowledge of them.

12. DISCIPLINE.

ld and salutary influence of religion, with timely and parental ere the means employed for obtaining strict propriety of con- ar as regards morality and gentlemanly behavior.

ncies in studies and in literary exercises were compensated for onal tasks imposed in the college after the usual hours.

13. GRATUITOUS AID.

ion free of charge was given, during the past year, in said e fifty-nine students; the scholarships afforded free education o students more.

14. STATUTES OR BY-LAWS.

The board of trustees deemed it advisable in no respect to curtail the powers of the president and vice-president, and left to their discretion the means they might judge proper for the advancement of the studies and the maintenance of discipline.

No college laws are in print, with the exception of a book of

15. DESCRIPTION AND VALUE OF BUILDINGS.

The principal college building is a commodious structure, sixty feet long and thirty feet wide. It contains an elegant hall, laboratory, assembly rooms, library, etc. There are four other buildings used for various purposes, the whole occupying thirteen city lots.

1. College hall and recitation rooms, valued at
2. Other college buildings and grounds, valued at
3. College and students' libraries, numbering about 16,000 volumes, in a good state of preservation, valued at
4. Chemical and philosophical apparatus, herbarium, collection of shells and minerals, valued at
5. Furniture and fixtures of all buildings, valued at

Total amount of above values used for purposes of instruction

16. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

1. The college owns seven houses and nine city lots contiguous to and within the grounds already mentioned for the purpose of completing the buildings, valued at
2. A parochial church on West Sixteenth street, and a free school on West Nineteenth street, valued at
3. A country residence, at Lloyd's Neck, L. I., for the use of the professors during the summer vacation, valued at

Total amount of the above values

17. DEBTS.

Total amount of debts contracted by the trustees and unpaid at the close of the last collegiate year, was \$143,400.

18. REVENUE.

The amount of revenue for said year was as follows:

Amount received for tuition	\$19,892 28
Rents collected.....	15,463 99
Special donations.....	3,893 39
Total revenue.....	<u>\$39,249 66</u>

19. EXPENDITURES.

The liabilities incurred during said year were as follows:

Maintenance of unsalaried professors	\$9,000 00
Aggregate expenses of salaried professors	5,025 45
Insurance, taxes and repairs.....	5,876 25
Interest, fuel and all other incidental expenses	13,074 03
Total expenditure.....	<u>\$32,975 73</u>
Showing an excess over expenditure of.....	<u>\$6,273 83</u>

20. TABULAR STATEMENT.

Number of collegiate departments.....	4
Number of professors.....	10
Number of instructors	19
Number of students	466
Number of graduates at last Commencement	17
Value of college buildings and grounds	\$194,000 00
Value of libraries and apparatus.....	34,000 00
Value of other college property	192,000 00
Revenue of the last collegiate year.....	39,249 66
Amount of debts of the college.....	<u>143,476 82</u>

21. PRICE OF TUITION.

Tuition, per quarter, fifteen dollars; drawing, per quarter, five dollars; entrance fee, five years; library fee, per year, two dollars.

22. REMARKS.

None.

23. CLOSE OF REPORT.

This report is respectfully submitted by the undersigned, who are a committee of the board of trustees appointed for this purpose at the annual meeting, held September 7, 1876.

H. HUDON, S. J., *President.*

[L. S.]

D. A. MERRICK, S. J., *Treasurer.*

H. DURANQUET, S. J., *Secretary.*

XVI. VASSAR COLLEGE, POUGHKEEPSIE, COUNTY.

To the Regents of the University of the State of New York.

The trustees of Vassar College, in compliance with the order of the Regents of the University, submit the following report for the collegiate year, ending on the 28th day of June, 1876, and the financial year, ending on the 1st day of July, 1876.

1. NUMBER AND DESCRIPTION OF PROFESSORS.

1. Mental and Moral Philosophy. 2. Astronomy. 3. The English Language and Literature. 4. Natural History. 5. Greek and Latin Languages and Literature. 6. Physiology and Hygiene. 7. Physics and Chemistry. 8. Mathematics. 9. Drawing. 10. Music.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

Trustees.

Hon. Ira Harris, LL. D., Albany.
 Martin B. Anderson, LL. D., Rochester.
 Hon. John Thompson, Poughkeepsie.
 Rev. Edward Lathrop, D. D., Stamford, Conn.
 Hon. Charles W. Swift, Poughkeepsie.
 Rev. Elias L. Magoon, D. D., Philadelphia, Pa.
 Stephen M. Buckingham, Esq., Poughkeepsie.
 Hon. Nathan Bishop, LL. D., New York.
 Matthew Vassar, Jr., Esq., Poughkeepsie.
 Benson J. Lossing, LL. D., Dover.
 Rev. Ezekiel G. Robinson, D. D., Providence, R. I.
 Samuel S. Constant, Esq., New York.
 John Guy Vassar, Esq., Poughkeepsie.
 Rev. William Hague, D. D., Orange, N. J.
 Cornelius Dubois, Esq., Poughkeepsie.
 John H. Raymond, LL. D., Poughkeepsie.
 Morgan L. Smith, Esq., Newark, N. J.
 Cyrus Swan, Esq., Poughkeepsie.
 Smith Sheldon, Esq., New York.
 Augustus L. Allen, Esq., Poughkeepsie.
 Edward L. Beadle, M. D., Poughkeepsie.
 Hon. Thomas Cornell, Rondout.
 Hon. George Innis, Poughkeepsie.

Rev. Edward Bright, D. D., New York.

Rt. Rev. Frederick D. Huntington, S. T. D., Syracuse.

Rev. Howard Crosby, D. D., LL. D., New York.

Rezin A. Wright, Esq., New York.

William Allen Butler, Esq., Yonkers.

Rev. J. Ryland Kendrick, D. D., Poughkeepsie.

There was but one meeting held by the trustees during the year, viz., the annual meeting, June 27, 1876, at which the following persons were present: Messrs. Thompson, Lathrop, Swift, Magoon, Buckingham, Bishop, M. Vassar, Jr., Lossing, Constant, Hague, Dubois, Raymond, Smith, Swan, Sheldon, Allen, Beadle, Innis, Bright, Crosby, Wight and Kendrick.

The executive committee of the board met at least once a month through said year.

Faculty.

John H. Raymond, LL. D., President, and Professor of Mental and Moral Philosophy.

Harriet W. Terry, Lady Principal.

Maria Mitchell, Ph. D., Professor of Astronomy, and Director of the Observatory.

Truman J. Backus, A. M., Professor of Rhetoric and of the English Language and Literature.

James Orton, A. M., Professor of Natural History, and Curator of the Museum.

Charles J. Hinkel, Ph. D., Professor of the Greek and Latin Languages and Literature.

Helen Worthing Webster, M. D., Professor of Physiology and Hygiene, and Resident Physician.

Le Roy C. Cooley, Ph. D., Professor of Physics and Chemistry.

Priscilla H. Braislin, Professor of Mathematics.

Other Officers of Instruction.

Henry van Ingen, Professor of Drawing and Painting, and Curator of the Art Gallery.

Frederick Louis Ritter, Professor of Music.

Eliza M. Wiley, Teacher of the Piano.

Ann Eliza Morse, Assistant to the President and Lady Principal.

Cæcilie Kapp, Instructor in the German Language and Literature.

Fanny A. Wood, Teacher of English Composition.

Frances Ellen Lord, Teacher of Greek and Latin.

Mary Dame, President's Secretary.

Caroline B. Le Row, Teacher of Rhetoric and Elocution.

Abby F. Goodsell, Assistant to the Lady Principal.

Lily E. Smythe, Teacher of Singing.

Charlotte C. Haskell, Teacher of Botany.

Arabella J. Tuttle, Teacher of the Piano.

Charlotte E. Finch, Organist, and Teacher of Music.

Mary L. Avery, Teacher of English Composition.

Abbie M. Goodwin, Teacher of Latin.

Adèle Roch, Instructor in the French Language and

Adeline L. Adams, Teacher of Latin.

Henrietta B. Church, A. M., Teacher of Mathematics.

Florence M. Cushing, Librarian.

Helen C. Hiscock, Teacher of English Composition.

L. Annie Whitney, Teacher of the Piano.

Lilian Tappan, Teacher of Gymnastics.

Jessie Chapin, Teacher of the Piano.

The other officers or servants of said college, charged therein other than those of instruction, during said year, an assistant treasurer and registrar, a general steward, a housekeeper, a janitor, an engineer, a farmer, who were assisted by forty men servants, and eight servants.

3. NUMBER OF STUDENTS.

The whole number of students, undergraduates in said year, was 203, of whom twelve left before the close of the year. There were two resident graduates.

Besides the above there were 166 students pursuing a course of study to the regular course. Of these, twenty left before the close of the year, one deceased.

Of the undergraduates, the maximum age was

Of the undergraduates, the minimum age was

Of the undergraduates, the average age was

Of the graduates, the maximum age was

Of the graduates, the minimum age was

Of the graduates, the average age was

4. CLASSIFICATION OF STUDENTS.

The undergraduates were classified as follows :

Students pursuing the Regular Course

Seniors

Juniors

Sophomores

Freshmen

Students pursuing Special Courses.

Average grade of their studies being :

.....	5
.....	5
.....	10
	<hr/>
	20
	<hr/>

Number of college students.....	203
pursuing preparatory studies	166
graduates	2
	<hr/>
Number of students.....	371
	<hr/>

..... of New York	114
tates	63
.....	72
.....	108
.....	8
umbia	7
.....	2
.....	1
.....	1
.....	<hr/>
.....	371
	<hr/>

5. COMMENCEMENT EXERCISES.

PROGRAMME.

* JUNE 28, 1876.

ORGAN VOLUNTARY.

Prayer.

LATORIA Anna Marilla Johnson, Whitesboro.
 'Y IN ART..... Caroline Hansell, Hartford, Ct.
 V OF WOMEN TO SCIENCE.. Ella Caroline Lapham, Buffalo.
 Ist, Op. 47, *Chopin* Miss Adams.
 OF A LIE DOTH EVER ADD PLEASURE"

Mary Barber Robinson, Wellsboro, Pa.
 V DEMN CARLYLE?... Ellen Elizabeth Poppleton, Omaha, Neb.
 IE CARLYLE..... Grace Hallam Learned, New London, Ct.
 IGH T SERAPHIM," *Handel* ... Miss Large.
 OUR LETTERS THE FRIEND OF OUR GOVERNMENT,
 Heloise Edwina Hersey, Oxford, Me.
 TS IT TO PUT AN IDLE CASE?"

Mary Augusta Jordan, Elizabeth, N. J.

THE VALEDICTORY ADDRESS..... Jeannie Carlton Price
SONATA — A flat, Op. 39, Weber

The Conferring of Degrees.

Dactology.

The following are the names of those on whom the degree was conferred, on Commencement day, June 28, 1876 :

Mary Louisa Adams, Zenobia West Brigham, Sarah E. Berlain, Martha Clark, Ella Dodge, Cynthia Hawes Fishington, Lizzie Rogers Fox, Elizabeth Maria Gifford, Clara Hale, Caroline Hansell, Cora Harrison, Heloise Edwina F. Lucy Holton, Esther Houlston, Alice Louisa Hulburd, Anna Marilla Johnson, Mary Augusta Jordan, Bertha Seaver Knox, Ella Caroline Lapham, Nora Annette Latham Learned, Jennie Macomber, Laura Millicent Mangham, Eliza Greene Metcalf, Clara Amanda Morgan, Mowry, Annie Frances Penfield, Ellen Elizabeth Pratt, Clark Pratt, Jeannie Carlton Price, Abbie Matilda Rankin, Emily Symmes Richards, Mary Roxanna Richmond Robinson, Anna Margaret Roe, Mary Augusta Scott, Mary Stanton, Julia Tolman, Florence Evelyn Tucker, White, and Eva Vanella Winsor.

The degree of A. M. was conferred on Elizabeth Mary Walley Marvin, and Sarah Preston Monka.

6. COLLEGE SESSION.

The collegiate year was one continuous session of five months, began September 24, 1875, and ended June 28, 1876.

A recess of a fortnight was had at the Christmas holidays, and a week in April. A change of studies was made in moments of instruction at the middle of the collegiate year.

Calendar for 1876-77.

1876.

September 20-22. Entrance examinations.

September 22. College exercises begin, with evening

December 1. Anniversary of Philalethean Society.

December 21. Winter holidays begin.

1877.

January 9. Winter holidays end.

January 25. Day of prayer for colleges.

January 30, 31. Entrance examinations for the second

1877.

February 5. Second semester begins.

February 22. Washington's birthday.

March 28. Spring recess begins.

April 11. Spring recess ends.

April 29. Founder's day.

June 26. Annual meeting of the board of trustees.

June 27. Commencement.

September 19-21. Entrance examinations (for 1877-78).

7. SUBJECTS OF STUDY.

The studies pursued by the several classes taught in the college, with the text-books used and the amount studied, were as follows :

Preparatory Classes — (166 Students).

Classes were taught in the following branches :

Latin: Andrews' First Latin Lessons, entire; Cæsar, three books; Cicero, four orations; Virgil's Eclogues, four; Georgics, two books; Æneid, two books. French: Otto's Grammar, entire; Follet's "Les Princes de l'Art," entire. German: Otto's Grammar, twenty-five lessons; Adler's Reader, sixty pages. Mathematics: Olney's Algebra, through quadratic equations; Chauvenet's Geometry, three books. Rhetoric: Hart's, 292 pages. Ancient History: Weber's Outlines, first book. Physical Geography: Guyot's, 100 pages.

FRESHMAN CLASS — (49 REGULARS, 10 SPECIALS).

SUBJECTS AND AUTHORS.	Amount.	Lectures.	Students.	Weeks.	Times a week	Instruct-ors.
Livy	1st book, 23 chapters.					
Latin prose composition (Allen).....	12 chapters.					
Horace.....	36 odes, 2 epodes, 3 sat.	..	68	40	5	3 teachers.
French Grammar and exercises (Borel).	Entire. [ires.					
Litterature contemporaine (Pylodet)...	100 pages.					
French biographies recited.....	20 .....	..	37	40	5	Instructor.
Algebra (Olney).....	From proportion thro' logarithms.					
Geometry (Chauvenet).....	10 books.....	..	70	40	5	Prof. and 1 teacher.
Botany (Gray).....	200 pages.....	..	20	20	5	1 teacher.

SOPHOMORE CLASS — (42 REGULARS, 5 SPECIALS).

SUBJECTS AND AUTHORS.	Amount.	Lectures.	Students.
Greek grammar (Curtius).....	Etymology.....	..	18
Cicero: de Oratore.....	20 chapters.....	..	..
Quintilian.....	10th book, 4 chapters..	12	46
Plautus: Captivi.....	Entire.....	..	..
Juvenal.....	1st book, satires 1 and 2	12	26
Aids to French composition (Howard).	Entire.....	..	..
Litterature Classique (Pylodet).....	225 pages.....	..	..
Cornouille: Le Cid.....	Entire.....	..	..
Racine: Athalie.....	Entire.....	..	..
Moliere: Le Misanthrope.....	Entire.....	..	6
German Grammar (Otto).....	88 lessons.....	..	..
German Reader (Adler).....	100 pages.....	..	..
Kotzebue: Respectable Gesellschaft.....	Entire.....	..	32
Trigonometry (Olney).....	Entire.....	12	52
General Geometry and Calculus (Olney)	200 pages.....	..	12
English literature (Shaw).....	12 authors.....	4	57
American literature.....	6 authors.....	..	10
Zoology (lectures).....	.....	45	27
Inorganic chemistry (lectures).....	.....	20	71
Popular astronomy (lectures).....	.....	5	43

JUNIOR CLASS — (44 REGULARS, 5 SPECIALS).

Greek grammar (Curtius).....	Syntax.....	..	8
Xenophon: Anabasis.....	1 book.....	..	..
Homer: Iliad.....	1 book.....	..	26
Odyssey.....	1 book.....	..	..
Latin prose composition (Allen).....	12 chapters.....	..	..
Tacitus: Agricola.....	Entire.....	..	..
Juvenal.....	5 satires.....	..	7
Aids to French composition (Howard)	Entire.....	..	..
Litterature Classique (Pylodet).....	Entire.....	..	5
German grammar (Otto).....	From 29th lesson to end	..	..
Schiller: Wilhelm Tell.....	Entire.....	..	..
Wallenstein.....	Parts II and III.....	..	..
Neffe als Onkel.....	Entire.....	..	..
English into German.....	12 pages.....	..	20
Astronomy (Godfray).....	200 pages.....	12	10
Physics (lectures).....	.....	20	26
Rhetoric (Whately).....	200 pages.....	5	31
Logic (Jevons).....	Entire.....	2	50
Mineralogy (Dana).....	120 pages.....	..	..
Geology (Dana).....	260 pages.....	20	25
Physiology (Cleland).....	Entire.....	20	9

SENIOR CLASS — (47 REGULARS).

Cicero: de Officiis.....	25 chapters.....	..	..
Latin prose composition (lectures and exercises).....	.....	25	8
Goethe: Hermann u. Dorothea.....	Entire.....	..	..
Torquato Tasso.....	Entire.....	..	..
Faust.....	Part I, and selections	..	..
Poems.....	15. (from Part II)	..	..
Lessing: Nathan.....	Entire.....	..	..
Minna von Barnhelm.....	Entire.....	..	..
Chamisso: Peter Schlemihl.....	Entire.....	..	..
Schiller: Ballads.....	5.....	..	..
History of German Literature (Findel)	Entire.....	10	21
Mental Philosophy: Murray's Outlines	.....	..	..
of Hamilton's Philosophy, Bowen's	.....	..	..
Metaphysics of Sir W. Hamilton (with	.....	..	..
parallel passages in Reid, Stewart and	.....	..	..
Brown).....	Entire.....	20	40
Moral Science (Wayland).....	Entire.....	15	19
Astronomy (Chauvenet).....	180 pages.....	..	20
Philos. of English Literature (Bascom)	250 pages.....	20	22
Geology (lectures).....	.....	20	17
Physiology (Cleland).....	Entire.....	25	24
Chemistry (lectures).....	.....	125	48
General Geometry and Calculus (Olney)	50 pages.....	5	6

Art Studies.

tion in painting and drawing was given, partly to classes in course, and partly to individuals in extra-collegiate and season. The instruction in music was wholly of the latter kind. ng and drawing.—1. Collegiate: Weekly lessons in elementary (including perspective) were given by the professor to ninety in the Freshman and preparatory classes. During the first course of lectures on the history of the fine arts was given to Class, together with the extra-collegiate pupils of the department course was continued during the second semester to the pupils department exclusively. 2. Extra-collegiate: There were eight painting and twenty in drawing, two semesters, two lessons a during the months of May and June the lessons were mostly of doors, in drawing and painting from nature. al and instrumental music.—There were ninety-two pupils on forte, seven on the organ, thirty-two in solo singing, and four y; two lessons a week, two semesters. Average number taking any one time, 130. A course of lectures on musical history and was given by the professor to the pupils of the department.

8. EXERCISES.

I. *English Language.*

eral classes were exercised during said year as follows:

	SUBJECTS.	Students.	Teachers.	Weeks.	Frequency for each student.
.....	Essay-writing	46	Prof.	40	Once in twenty weeks.
.....	Elocution	18	1	6	Twice a week.
.....	Composition	46	1	40	Once in six weeks.
.....	Elocution	28	1	14	Twice a week.
.....	English: Criticism	48	Prof. & 1	11	Twice a week.
.....	Composition	58	1	40	Once in five weeks.
.....	Elocution	48	1	28	Twice a week.
.....	English: Criticism	46	1	12	Twice a week.
.....	Composition	40	1	40	Once in eight weeks.
.....	Elocution	46	1	14	Twice a week.
.....	English: Criticism	40	1	8	Twice a week.
.....	Composition	■	1	40	Once in ten weeks.

II. *Physical Training.*

November until May the students of said college received regular the light gymnastics five times a week.

forms of physical exercise were voluntary, each student, however, required (unless excused by the health officer) to spend one hour in some form of exercise. Twenty-five were members of the Floral Society, eighty-nine of boating clubs, eighty-five of archery clubs, seventy-five of croquet clubs, and thirty-four of base-ball clubs.

9. EXHIBITIONS.

The public exhibitions during said year were the following: annual literary entertainment of the Philaethean Society, by the music department, Founder's Day, and Class and Days.

10. EXAMINATIONS.

There were examinations, oral and written, of all the classes at the close of each semester, on the work of the semester.

11. MODE OF INSTRUCTION.

In the Senior, Junior, and Sophomore classes, the text-books were supplemented by lectures, as above reported. In physics, zoölogy, and senior geology, the instruction was given by lectures with references to various text-books.

In the Freshman and Preparatory classes, the instruction was general by text-books only.

When lectures were employed, the class was subsequently examined on the subject of each.

12. DISCIPLINE.

No act of formal discipline was required. The moral discipline of the college and college family was administered by the principal.

13. GRATUITOUS AID.

Three students, relatives of the founder of said college, were admitted gratuitously with board and tuition during said year. Tuition were furnished in part gratuitously to twenty-one students receiving aid to the amount of \$150 each; four to the amount of \$125 each; six to the amount of \$100 each; three to the amount of ninety dollars; and one to the amount of eighty dollars. In these cases the expense was defrayed by the income of the Vassar Auxiliary Fund, and the founder of the college for this purpose. The expense of board and tuition was defrayed by the income of the Vassar Fund.

14. LAWS OF THE COLLEGE.

No change was made in the laws.

15, 16. DESCRIPTION AND VALUE OF COLLEGE PROPERTY.

The following statement exhibits the actual cost of the buildings, instructions, collections, and other college property, not including repairs. It has all been kept, and is now, in good condition.

The expense of the purchase has been defrayed out of the donation of Mr. Vassar (\$408,000), his loans to the college.

his late will (\$75,000), and the earnings of the college since it opened in 1865.

The only exceptions to this statement are in two items, viz. :

1. The art gallery and library, which were a separate gift by Mr. Vassar at a cost of \$20,000.

2. The Girard Cabinet of North American Birds was presented by the late J. P. Girard, Esq., of Poughkeepsie. This valuable collection was appraised at the time of the presentation, at \$5,000, though it could not have then been replaced for a much larger sum, and it has since been enlarged by many important additions.

Grounds and Buildings.

Grounds (210 acres), farm-house, and gate lodge.....	\$56,684 00
College edifice, with buildings for gas and steam, water-works, and ice-house	365,825 56
Observatory	6,040 85
Museum, including cabinets of natural history, art gallery, music-rooms, gymnasium, etc.....	73,151 16
Laundry.....	13,609 83
Total real estate.....	<u>\$515,311 40</u>

Other College Property.

Furniture and fixtures.....	\$67,122 80
Farm and garden stock and tools.....	3,341 92
College library.....	13,972 36
Art gallery and art library.....	31,805 86

Apparatus of instruction:

Philosophical	\$4,866 97
Chemical	1,605 98
Mathematical	500 00
Astronomical.....	8,308 44
Anatomical	1,168 35
Musical.....	12,100 00
	<u>28,549 74</u>

Cabinets:

Geology and mineralogy.....	\$9,900 00
Zoölogy and ornithology.....	11,282 41
	<u>21,182 41</u>

Total personal property..... 165,975 09

Aggregate of college property..... \$681,286 49

Trust Funds.

In addition to the above property, which is available for all purposes, the college holds the following funds for certain purposes to wit:

Founder's funds (bequeathed by Matthew Vassar):

1. Lecture fund, to employ distinguished lecturers.....
2. Auxiliary fund, to assist students of promise.....
3. Library, art and cabinet fund, to aid those interests.
4. Repair fund, to keep the property in good condition.

Total of founder's funds.....

Fox scholarship (endowed by A. J. Fox, of Painted Post, N. Y.).....

Aggregate of trust funds

17. DEBTS.

Floating debt

18. REVENUE.

The income of the college during said year was as follows:

For board and tuition in collegiate branches.....

For tuition in music.....

For tuition in drawing and painting.....

For books and stationery

From infirmary receipts

For boating.....

From farm and other sources.....

Income of trust funds:

Lecture fund..... \$3,290

Auxiliary fund

Library, art and cabinet fund..... 2,794

Repair fund..... 8,547

Fox scholarship..... 420

Aggregate of income.....

19. EXPENDITURES.

The expenditures during said year were the following:

Salaries of officers of instruction

Salaries of other officers and employes

expenses	\$35,618 94
and heat	17,239 54
and garden expenses.....	7,238 14
improvements and incidentals	38,484 71
.....	573 00
and reading room.....	1,087 68
.....	115 24
ry	171 48
tations to students from the auxiliary fund.....	2,500 00
idents under founder's will	1,200 00
ent under Fox scholarship.....	400 00
.....	
regate of expenditures.....	<u>\$193,993 28</u>

20. TABULAR STATEMENT.

of departments of instruction.....	10
of professors.....	10
of assistant instructors.....	21
of collegiate students during said year.....	202
of graduates (A. B.) at last commencement	46
number of graduates of the first degree.....	324
number of graduates of the second degree.....	8
college grounds and buildings.....	\$515,311 40
library and all apparatus of instruction.....	95,510 87
other college property	351,464 75
for the last collegiate year.....	185,997 28
ure for the last collegiate year.....	193,993 28
of debts of the college.....	<u>12,781 68</u>

21. PRICES.

tion in collegiate branches, whether in the regular or in a
course, two dollars and fifty cents per week, or \$100 per year.
d, including furnished rooms, with light, heat, and ordinary
seven dollars and fifty cents per week, or \$300 per year; mak-
every student a charge of \$400 per year of forty weeks.
se pursuing extra-collegiate branches an additional charge was
follows:

truction on the piano or organ, eighty dollars per annum; in
ng ninety dollars; for instruction in drawing or painting, sixty
r annum.

t of necessary text-books, stationery, music, drawing-materials,
d widely with the circumstances of the students. For those

not pursuing extra-collegiate branches, \$500 for the college, to be a liberal average for all necessary expenses, including tuition.

The foregoing report is respectfully submitted to the undersigned; who were appointed a committee for that executive committee of the board of trustees at a regular meeting.

J. H. RAYMOND, A.
M. VASSAR, JR., T.
S. M. BUCKINGHAM.

XVII. MANHATTAN COLLEGE, NEW YORK CITY.

To the Regents of the University of the State of New York:

The trustees of Manhattan College, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 27th day of June, 1876, containing a just and true statement of facts, showing the progress and condition of said college, during and at the close of said year, in respect to the several subject-matters following, viz.:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in the said college, during said year, were the following:

Professorship of Literature and Elocution; professorship of Latin and Philosophy; professorship of History, Rhetoric and English Literature; professorship of Latin and Greek; professorship of Mathematics and Physics; professorship of Mathematics, History and Composition; professorship of Sculpture and Drawing; professorship of Chemistry; professorship of French and German.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

Trustees.

John E. Develin, Chairman, New York city.

Edward J. Sears, Secretary, New York city.

Denis Sadlier, New York city.

Patrick S. Fanning, New York city.

William H. Byrnes, New York city.

James Walsh, New York city.

Peter Muth, Westchester, N. Y.

Bernard Feeney, Albany, N. Y.

Bernard Fackeldey, Westchester, N. Y.

John B. Dion, New York city.

Joseph Brennan, New York city.

Edward Callaghan, Buffalo, N. Y.

Edward T. Murphy, New York city.

Damase Gosselin, New York city.

Fitzpatrick Garret, Westchester N. Y.

Henry L. Hoguet, New York city.

Matthew Walsh, Brooklyn, N. Y.

3. FACULTY AND OTHER OFFICERS.

The faculty of said college, including all persons performing duty of giving public instruction therein during said year, were the following:

Brother Paulian, President.

Brother Anthony, Director, Professor of Literature and

Cornelius M. O'Leary, A. M., Ph. D., M. D., Professor of English and Latin.

Patrick Mulrenan, A. M., Professor Latin and Greek.

Bro. Isaac John, Professor of Mathematics and Physics.

William Falke, Professor of Chemistry.

Bro. Thomas, Professor of History, Rhetoric and English.

Bro. Arator, Professor of French and German.

Bro. Gregory, Professor of Mathematics:

Bro. Hugh Thomas, Professor of History and English.

Bro. Leo, Principal of Commercial Department.

Bro. Denis, Principal of Preparatory Department.

Bro. Jasper, Prefect of Senior students.

Bro. Gordian, Prefect of Junior students.

Bro. Similian, Treasurer.

Charles Russell, Professor of Sculpture and Drawing.

Redmond J. Carroll and Ferdinand Frank, Professors of

There were twenty-eight other professors and teachers performing duty in the Preparatory and Commercial Departments during said year. Two of the total number have devoted themselves to the study of Theology, and are unsalaried. The number of other officers performing duty in the college was thirty.

4. NUMBER OF STUDENTS.

Total number of students undergraduates, was.....

Left during year to pursue other studies.....

Died.....

There remained at the close of the session

Graduated June 27th, 1876.....

Number of students in preparatory and commercial departments.....

The intended occupation of graduates:

Theology.....

Law.....

Medicine.....

Teaching.....

5. CLASSIFICATION OF STUDENTS.

Freshmen	38
Sophomore	24
Junior	21
Senior	17
	<hr/>
	100
Preparatory department, sixteen classes	381
Commercial department, five classes	120
	<hr/>
Total number in collegiate, preparatory and commercial departments	<u>601</u>

6. GRADUATING EXERCISES.

Tuesday, June 27, 1876.

ORDER OF EXERCISES.

Overture, <i>Meyerbeer</i>	College Band.
"E Pluribus Unum."	John F. Duffy.
Religion and Politics	Richard J. Keefe.
Waltz, <i>Faust</i>	College Orchestra.
"Vox Populi."	Thomas H. Steers.
Our Social Life	Denis J. McMahon.
Quadrille, <i>Burgmuller</i>	Orchestra.
"Civis Americanus Sum."	Lawrence B. Finn.
Poem, Sergeant Jasper	James B. Fisher, A. B.
Parting Song	Class of '76.

Conferring of Degrees.

Alumni, Byrnes and Farrelly Medals Awarded.

"Religio, Mores, Cultura," Valedictory	Joseph M. Ferrer.
Address to the Graduates	Frederick R. Coudert, Esq.

Commercial Diplomas and Medals Awarded.

7. ACADEMIC DEGREES.

The degree of A. M. was conferred on the following young gentlemen:

Thomas R. Lane, A. B., LL. B., William J. Roche, A. B., Philip V. Taylor, A. B., LL. B., George Kracht, LL. B., James B. Fisher, A. B.

The degree of A. B. was conferred on the following young gentlemen:

Denis J. McMahon, John F. Duffy, Joseph M. Ferrer, John H. Burns, Richard J. Keefe, James Cumiskey, Patrick O'Meara, John B. Herold, Lawrence B. Finn, Daniel R. Sullivan, Michael J. Considine, Thomas H. Steers, Michael A. McGuinness.

8. COLLEGIATE TERMS.

There were two terms of five months each. The first term commenced on the sixth of September, and the second on the first of February.

There was a vacation during the months of July and August, and the first days at Christmas.

The annual Commencement took place June 27th, 1876. The course for the year following is the same as the foregoing, except the Commencement, which is not yet determined.

9. SUBJECTS AND COURSES OF STUDY.

There are two courses for undergraduates — one classical and one scientific. Both extend to four years, and are pursued in the following order :

Fourth class, Freshman. — First term: Sallust's *Caesar*, one book; *Æneid*, two books; Xenophon's *Anabasis*, one book; solid geometry (Robinson); algebra, to section five (Robinson).

Second term: Four select orations of Cicero; Virgil's *Æneid*, two books; Xenophon's *Anabasis*, two books; analytical and solid geometry (Robinson); algebra to logarithms; chemistry.

Both terms: Arnold's *Prose*, part I; Latin prosody; Latin Grammar; Fasquelle's French course; English composition (Blair); classical geography (Mitchell); ancient history; elocution, Christian Doctrine (Gaume).

Third class, Sophomore. — First term: Cicero, two books; Horace, satires; Homer's *Iliad*, three books; Herodotus; spherical trigonometry; surveying (Robinson); algebra.

Second term: Horace, odes and epistles; Livy, two books; *Iliad*; Herodotus; navigation; analytical geometry (Johnson) (Gray).

Both terms: Arnold's Latin Composition, reviewed; English Composition, part I; natural philosophy (Ganot); Fasquelle's French Course, reviewed; *Telemachus*, five books; literature and rhetoric; ancient history, completed; elocution; Christian doctrine.

Second class, Junior. — First term: Horace, *Ars Poetica*, *Oratore*, two books; Arnold's Latin Composition, part II; Demosthenes, three *olyntiacs*; Homer; Arnold's Greek Composition; analytical geometry; differential calculus (Church and Eschscholtz); botany; philosophy; logic.

Second term: Juvenal, seven satires; Tacitus, Germanicus; Arnold's Latin Composition, part III; Demosthenes, *Antioch*; Sophocles, one drama; calculus; physiology; philosophy.

Both terms: Bossuet's *Orations*; natural philosophy; English literature and rhetoric; essays; history, modern.

First class, Senior. — Both terms: Quintilian's *Institutio*; Latin conversation and composition; exercises from

Plato (Gorgias); Euripides, one play; French literature and
 on; English literature and rhetoric; essays; debates; physi-
 philosophy. Elective studies: German, Spanish, sculpture,
 and music.

Scientific Course.

Class, Freshmen. — First term: Geometry, solid and spheri-
 books of Euclid, reviewed; algebra, to section five; Robinson's
 y; geometrical drawing; descriptive geometry; English Com-
 and rhetoric, geography and history, ancient; Elocution;
 Fasquelle's course, Fasquelle's Telemachus; German grammar,
 Christian doctrine.

term: Geometry, analytical; algebra, to logarithms; trigo-
 plane; mensuration; use of mathematical tables; natural
 y, introductory; surveying; geometrical drawing; descriptive
 ; English composition and rhetoric; geography and history,
 elocution; French, Fasquelle's course; Telemachus, German;
 doctrine.

Class, Sophomore. — First term: Analytical trigonometry, plane
 rical; analytical geometry, two dimensions; algebra; geo-
 drawing, surveying, chain; descriptive geometry, topographical
 natural philosophy; mechanics; chemistry, non-metallic ele-
 English literature and rhetoric; essays; history, ancient; elocu-
 French, Fasquelle's course, exercises; Telemachus; German;
 doctrine.

term: Algebra, reviewed; analytical geometry; surveying,
 geometrical drawing; descriptive geometry; navigation;
 philosophy; hydrostatics; pneumatics; acoustics; chemistry,
 elements; English literature and rhetoric; essays; history,
 elocution; French, Fasquelle's course, reviewed; Telemachus;
 Christian doctrine.

Class, Junior. — First term: Calculus; trigonometry, reviewed;
 , leveling; navigation; descriptive geometry; geometrical
 natural philosophy; optics; magnetism; electricity; chemistry,
 English literature and rhetoric; essays; history, modern;
 composition; Bossuet's orations; philosophy; psychology and
 rbe.

term: Calculus; natural philosophy, reviewed; mechanics;
 ve geometry; chemistry; technology; geology; surveying;
 literature and rhetoric; essays; history, modern; French and
 literature; Bossuet's orations; philosophy, psychology and
 rbe.

Class, Senior. — First term: Astronomy; mechanics; chemistry,

reviewed; descriptive geometry; geology; botany; zoology; English literature and rhetoric; essays; history and German literature; philosophy; metaphysics and

10. EXERCISES.

All the college classes were exercised in composition and extemporaneous speaking once a week. The compositions were read before the class, and commented upon by the students. Much attention was bestowed upon debates and extensions, as they are deemed conducive to mental development, and calculated to inspire the students with confidence in their own powers. During these discussions the elocution and gesture, as well as the diction, were carefully criticised, and such suggestions were made as to enable the student to appreciate the importance of a well-ordered and varied style, both in reading and writing. One hour was devoted to philosophy, the students being required to express their views in the Latin language. There were, moreover, two hours allowed for Latin conversation on various subjects, the professor then being to impart an elegant and correct Latinity.

The De La Salle Literary Society continued to publish their monthly journal.

11. EXHIBITIONS.

Ten entertainments were given by the literary societies. The exercises of these entertainments consisted of declamations and music. A course of lectures on logic was delivered before the undergraduates by Prof. C. M. O.

12. EXAMINATIONS.

No general entrance examination was held, but all who were admitted, were examined and classified according to their attainments. There were two examinations — one in January, the other in May, the term, each occupying four weeks. All who were to take an active part in testing the acquirements and abilities of the students were invited to attend.

Candidates for the degree of Bachelor of Arts were required to translate with facility the various Greek and Latin authors of the course, and to speak the latter language fluently. They were also subject to searching written examination in literature and philosophy; and also were required to write essays on various subjects.

13. MODES OF INSTRUCTION.

Instruction was given by daily recitations from text-books, accompanied with explanations, analysis and criticisms by the professor. The general plan of instruction combined the analytical and synthetical. Students of the higher classes were required to use their text-books simply as such ; the text merely furnished the basis of the argument or proposition. Even this the student had to clothe in his own language, for the remainder he had to depend on his own reading and observation, together with such suggestions as the professors thought he needed to enable him not only to form an accurate conception of the subject under treatment, but also to give his impression of it to the class orally or in writing.

14. DISCIPLINE.

The discipline of the college is committed to the director, who relies mainly on paternal advice and moral influence to secure propriety of conduct, diligent application and gentlemanly deportment.

15. GRATUITOUS AID.

Gratuitous instruction was given to fifteen students ; board and instruction at reduced rates to thirty.

16. STATUTES OR BY-LAWS.

The trustees have established no statutes or by-laws, but have relied on the director and his associates for the progress of the students and the maintenance of order.

17. DESCRIPTION AND VALUE OF COLLEGE PROPERTY.

The college grounds are in the city of New York, extending from One Hundred and Thirty-first to One Hundred and Thirty-third streets between the Grand Boulevard and Broadway, also three lots on Broadway opposite the college.

The edifice consists of one large brick building, valued at	\$80,000 00
Grounds are valued at.....	65,000 00
Library (number of volumes 7,000).....	12,000 00
The "Breen Library" donated by Rev. John Breen.....	3,000 00
Museum.....	5,000 00
Furniture.....	11,000 00
Philosophical and chemical apparatus.....	2,000 00

18. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

De La Salle Institute on Second street between First and Second avenues, comprises three brick buildings, used for a preparatory school, all of which are valued at.....		\$50,000 00
Philosophical apparatus and library.....		2,000 00
Furniture.....		6,000 00
Manhattan Academy on Thirty-second street, between Seventh and Eighth avenues, consists of a large four-story brick building used for a preparatory school; the ground and building are valued at.....		50,000 00
Library and furniture		4,000 00
Total value of college property.....		<u>\$290,000 00</u>

19. DEBTS.

None.

20. REVENUES.

The term bills are the only source ; no productive endowments.	
Amount received for board, tuition, etc	<u>\$47,328 53</u>

21. EXPENDITURES.

Salaries of professors	\$8,198,22
Maintenance of college.....	39,673 58
Total.....	<u>\$47,871 80</u>

22. PRICE OF TUITION.

Tuition, board and washing per session, \$300. German, drawing, etc., extra, forty dollars. Music — piano, violin, sixty dollars. Tuition in preparatory schools, forty dollars.

23. REMARKS.

None.

24. CLOSE OF REPORT.

At a regular meeting of the board of trustees, held at De La Salle Institute, 48 Second street, New York, on the 9th day of December, 1873, a standing committee was appointed to draw up annual reports, and forward the same to the Regents of the University. The above has been prepared in accordance with that provision.

NEW YORK, October 25, 1876.

JOHN E. DEVELIN,

Chairman of Board of Trustees.

BROTHER PAULIAN, *President.*

BROTHER ANTHONY, *Director.*

BROTHER SIMILIAN, *Treasurer.*

[L. S.]

XVIII. CORNELL UNIVERSITY, ITHACA, TOMPKINS
COUNTY.

To the Regents of the University of the State of New York:

The trustees of the Cornell University submit the following as the annual report, required by law, for the academic year ending July 1, 1876:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

No professorships are instituted, except as they are filled by election of persons to fill them. Only two are specially endowed, namely, the Sibley professorship of mechanical engineering, endowment \$30,000, and the Seligman professorship of Hebrew, oriental literature and history, for a limited period, endowment \$20,000. The number at present instituted and filled will appear sufficiently from section 3 below.

2. TRUSTEES.

The number of trustees, when the board is completed, is twenty-four. Of these, one is the eldest son of the founder, who, by the laws of the State, is a non-elected trustee. Seven others are members of the board by virtue of the offices which they hold. The remaining fifteen are elected for a term of five years, three retiring each year. By a special clause in the act of organization, the graduates in the university, whenever they shall number 100, are entitled to fill the place, each year, of one of the retiring members.

The board, during the year ending July 1, 1876, was constituted as follows:

- Hon. Alonzo B. Cornell, New York city.
- The President of the University, *ex officio*.
- His Excellency the Governor of New York, *ex officio*.
- His Honor the Lieutenant-Governor, *ex officio*.
- The Speaker of the Assembly, *ex officio*.
- The Superintendent of Public Instruction, *ex officio*.
- The President of the State Agricultural Society, *ex officio*.
- The Librarian of the Cornell Library, *ex officio*.

	Term of office expires.
Hon. Stewart L. Woodford, Brooklyn.....	1877
Hon. Samuel Campbell, Oneida.....	1877
Hon. Henry W. Sage, Brooklyn.....	1877
Hon. George W. Schuyler, Ithaca.....	1878
Hon. John H. Selkreg, Ithaca.....	1878

Fred. Law Olmsted, New York.....
 Hon. Hiram Sibley, Rochester.....
 John McGraw, Ithaca.....
 Samuel D. Halliday, Esq., Ithaca.....
 Hon. Edwin B. Morgan, Aurora.....
 Hon. Erastus Brooks, New York.....
 Hon. Douglas Boardman, Ithaca.....
 Hon. Amasa J. Parker, Albany.....
 Hon. Josiah B. Williams, Ithaca.....
 Henry B. Lord, Esq., Ithaca.....

Officers of the Board.

Henry W. Sage, chairman. W. R. Humphrey
 J. W. Williams, treasurer.

Executive Committee.

John McGraw, chairman.	Josiah B. Williams
Andrew D. White.	S. D. Halliday.
Henry W. Sage.	W. R. Humphrey.
George W. Schuyler.	D. Boardman.
John H. Selkreg.	Henry B. Lord.
J. W. Williams, treasurer, secretary of the committee	

3. UNIVERSITY FACULTY.

[Arranged, with the exceptions of the officers of the order of seniority of appointment. In case, however, a man has been an assistant professor first, his name occurs in the order of date of the latter appointment.]

Hon. Andrew D. White, LL. D., President, Professor

William Channing Russel, LL. D., Vice-President, Assistant Professor of History and Professor of the South European Languages.

Rev. William D. Wilson, D. D., LL. D., L. H. D., Professor of Moral and Intellectual Philosophy.

Willard Fiske, M. A., Ph. D., Librarian, Professor of Languages.

George C. Caldwell, B. S., Ph. D., Professor of Agronomy, Secretary of the Faculty.

Burt G. Wilder, B. S., M. D., Professor of Comparative Anatomy and Zoology.

James Russell Lowell, M. A., non-resident Professor of Literature.

Smith, LL. D., L. H. D., Lecturer on English and Constitutional History.

Law, F. R. V. C., Professor of Veterinary Medicine and Surgery.

Frederic W. Dwight, LL. D., non-resident Professor of Constitutional

Fred. Hartt, M. A. [absent in Brazil], Professor of General, and Agricultural Geology.

N. Prentiss, M. S., Professor of Botany, Horticulture and Agriculture.

W. Morris, M. A., C. E., Professor of Mechanical Engineering and Machine Construction.

Howard Potter, M. A., M. D., LL. B., Assistant Professor of Physics.

A. Schaeffer, M. A., Ph. D., Professor of General and Analytical Chemistry, and Mineralogy.

John T. Hewett, M. A., Assistant Professor of German.

W. Mackoon, M. A., Assistant Professor of German.

W. Taylor, M. A., non-resident Professor of German Literature.

H. Wing, B. S., non-resident Professor of Organic Chemistry.

W. Stebbins, M. A., Assistant Professor of South European Languages.

A. Wait, B. A., Assistant Professor of Mathematics.

W. Beck, M. A., Professor of the Latin Language and Literature.

W. Tagg, Ph. D., Professor of the Greek Language and Literature.

Chauncy Shackford, M. A., Professor of Rhetoric and General Literature.

Charles Babcock, M. A., Professor of Architecture.

W. Corson, M. A., Professor of Anglo-Saxon and English Literature.

A. A. Anthony, Ph. B., Professor of Physics and Experimental Physics.

W. Sweet, Master Mechanic and Director of the Machine Shop.

Frederick Crane, M. A., Professor of Spanish and Italian, and Assistant Professor of French.

Edward Oliver, M. A., Professor of Mathematics.

A. Fuertes, Ph. B., C. E., Professor of Civil Engineering.

W. L. O. Røhrig, Ph. D., M. D., Professor of Living Asiatic Languages and Assistant Professor of French.

C. Cleaves, B. S., Assistant Professor of Free-hand Drawing and Mechanical Draughting.

W. Roberts, Professor of Agriculture.

W. Adler, M. A., Ph. D., non-resident Professor of Hebrew and Bible Literature and History.

Elliott W. Stewart, non-resident Professor of the Principles of Agriculture.

William P. Van Ness, first lieutenant United States Army, Professor of Military Science and Tactics.

Abram A. Breneman, B. S., Assistant Professor of Applied Geology.

Theodore B. Comstock, B. S., Assistant Professor of Economic Geology.

Charles Lee Crandall, C. E., Assistant Professor of English.

Hjalmar Hjorth Boyesen, Ph. D., Professor of German Literature, Assistant Professor of North European Languages.

Irving P. Church, B. C. E., Assistant Professor of English.

Horatio S. White, B. A., Assistant Professor of Greek.

J. Henry Comstock, B. S., Assistant Professor of Entomology, Lecturer on the Zoology of Invertebrates.

William R. Dudley, M. S., Assistant Professor of Botany.

Other University Officers.

Stephen M. Babcock, A. B., Instructor in Chemistry.

Edmund Le B. Gardiner, B. M. E., Instructor in Mathematics.

Edward P. Jennings, C. E., Instructor in Chemistry.

William R. Lazenby, Ag. B., Instructor in Horticulture, Superintendent of the Botanical and General Garden.

George S. Moler, B. M. E., Instructor in Physics.

Philip H. Perkins, B. C. E., Instructor in Rhetoric and English.

Frederic W. Simonds, M. S., Instructor in Geology and Mineralogy.

B. Hermon Smith, Director of the University Press and of the University Typography.

Frank E. Taylor, B. M. E., Instructor in Mechanic Arts.

Charles A. Van Velzer, B. S., Instructor in Mathematics.

George W. Harris, Ph. B., Assistant Librarian.

Charles P. Woodruff, B. S., Assistant in the Library.

Lyman Eugene Ware, Master of the Chimes.

4. COMMENCEMENT EXERCISES.

ORDER OF EXERCISES AT THE SEVENTH ANNUAL COMPLETION

Thursday, June 15, 1876.

THE LORD'S PRAYER,

1. ORATION — The Teutonic Element in Modern Civilization,
Stephen Perry Sturges
2. THESIS IN ARCHITECTURE — The Gothic Architecture
of Italy..... John Berry Tarleton
3. PHILOSOPHICAL ESSAY — The Elements of Personal
Power *..... Francis

CORNELL UNIVERSITY.

Y IN CIVIL ENGINEERING — The Hydraulic Motor
of the Cornell University . . . Charles Brackett Wheelock, Aust
Y IN MECHANICAL ENGINEERING — Technical
education * Frank Everett Taylor, Hinsd
ION — The Jew of Lessing and of Shakespeare,
Edward Augustine Wagner
Y IN MECHANICAL ENGINEERING — Economy in
the Mechanic Arts Edwin Fayette Church
IS IN PHYSICS — The Transmission of Volition and
ensation through the Nerves * . . Madison Monroe Garver, Peca
ION — Two Representative Orators of the American
evolution Charles Ambrose Van Velzer, Balc
IS IN CIVIL ENGINEERING — The Railroad Bridge
ver the Chemung River at Elmira, N. Y.,*
Albert Elias Maltby, Fa
ION — Richelieu's Influence on Religious Toleration,
Willis Gaylord McDowell,
ION — Stoicism in the Roman Empire,
Charles Temple Brewer, Coo
Y IN ARCHITECTURE — English Architecture of
the Nineteenth Century * Herman Barker Seeley, Og
IS IN CIVIL ENGINEERING — The Application of
heat to Vapor Motors * William Franklin Farmer, Peppe
IS IN GEOLOGY — The Physical Characteristics of
Lake Owahgena * Henry Joseph Rice, C
ION — Constellations in Art . . Rachel Leedom Moore, Wilmin
ION — The Limitations to Scientific Knowledge,
Charles Barton Coon
IS IN CIVIL ENGINEERING — Bow String Bridges,*
Morris Robinson Conable,
RARY ESSAY — The Dramatic Element of the Mod-
ern Novel * Frank Elijah Heath, Pitt
IS IN CHEMISTRY — Review of some Proximate
analyses William King Roy, Wapping
IS IN BOTANY — The Marine Algae of the Atlantic
Coast * Riokichi Yatai
WOODFORD ORATION — The Old and the New
Prometheus Clarence Houghton Est

Presentation of Prizes.

Conferring of Degrees and Certificates by the President.

BENEDICTION.

Degrees Conferred in 1876.

Following is a list of those who received degrees at the commencement at the close of the seventh academic year, together with the degrees conferred and the residence of each recipient:

* Not read.

Second Degrees.

of Arts (4). — Charles Hildreth Blair, A. B.; Alla Wright A. B., Vassar; Julia Josephine Irvine, A. B.; Charles Whittle-
e, A. B., Western Reserve.

of Science (2). — William Russell Dudley, B. S.; Frederic
Simonda, B. S.

ect (1). — George Berry, Arch. B.

of baccalaureate degrees, sixty-three. Total of second degrees,

5. NUMBER AND CLASSIFICATION OF STUDENTS.

Whole number of students in the university during the present
been 542, and are classified as follows, by courses:

.....	121
.....	28
.....	10
.....	29
.....	12
.....	32
.....	13
.....	77
.....	47
.....	10
.....	149
.....	13
	<u>542</u>

classified by years:

.....	13
.....	82
.....	109
.....	135
.....	201
.....	149
.....	<u>542</u>

se, one hundred and thirty-one (131) were State students under
of incorporation, and educated, of course, free of charge for

6. TERMS AND VACATIONS.

cademic year is divided into three terms, and there are three
s.

encement comes on the third Thursday in June.

all term begins, after a vacation of thirteen weeks, on the

Monday following the tenth day of September, and ends after the fourteenth day of December, making a term of six and four days.

The winter term begins on the Tuesday next after the first of January; except when, in leap year, that Tuesday would be the day of January, in which case it will begin on the Tuesday third.

The spring recess, consisting of only three academic days, begins at noon of the Friday next after the twenty-second day of February.

The spring term begins on the Tuesday next after the first day of March, and the instruction for the term begins on the following, and continues until Commencement, making a term of seven weeks of term time in the academic year.

The terms and vacations of the year 1875-76 were regulated with the above scheme.

7. SUBJECTS AND COURSES OF STUDY.

It is the design of the founder, of the trustees, and of the faculty, to make the institution, for the purposes of education, as useful as possible; or to make it, in the words of the founder, "where any person can find instruction in any study." For this purpose several regular courses of study, both general and special, have been marked out, with the design of enlarging them, from time to time, as our means will allow or as may be required. But, besides this, students are allowed to enter optional courses, each student making a contract subject to two conditions only, viz: 1. He must pursue his studies in their natural and logical order (which, that is, he must take algebra before geometry; trigonometry before the calculus; elementary French and German before any other studies in those languages respectively. 2. He must enter at the seasons in which they occur in the regular course. For example, algebra in the fall term, botany (elementary) in the spring term, etc.

The students are divided, in reference to their studies, into three classes: 1. Students in general courses. 2. Students in special or technical courses. 3. Students in optional or elective studies.

The courses are classified as follows: 1. The course in classical literature. 2. The course in literature. 3. The course in philosophy. 4. The courses leading to the degree of Bachelor of Arts, namely: (a.) The course in science. (b.) The course in letters. (c.) The course in chemistry and physics. (d.) The course in mathematics. (e.) The course in natural history. 5.

are, namely : (a.) A full course of four years, leading to the degree of Bachelor of Agriculture, and (b.) one of three years, leading to the degree of Bachelor of Science. 6. The course in architecture. 7. The course in civil engineering. 8. The course in the mechanical arts.

Free or optional students are those who enter the university and pursue their studies as their tastes, or the profession or pursuit in life they intend to follow, may require. They are not considered as candidates for any degree or diploma, although by pursuing a course equivalent, in the estimation of the faculty, to either one of the regular courses, they may take the same degree as though they had pursued that course regularly.

COURSES OF STUDY.

Figures in parenthesis denote the number of recitations per week in each study named, and the use of "or," in italic, between two or more studies indicates that they are considered as equivalent with reference to the degree appropriate to the course in which they occur. And when several subjects named in italics, as in the course of arts, it indicates that the student may select from any of these, at his option, to make up with those studies that are printed in Roman letters, to the full course per week.

Course in Arts—Leading to the Degree of Bachelor of Arts.

For Freshman year.—First term: Greek (4), Latin (4), algebra, geometry and composition (2); six lectures on hygiene, beginning on Tuesday in October. Second Term: Greek (4), Latin (4), trigonometry (5), rhetoric and composition (2). Third term: Greek (4), Latin (4), trigonometry and mensuration (5), rhetoric and composition (2).

For Sophomore year.—First term: Greek (4), Latin (4), exercises in rhetoric (1), *physiology, French, German, mathematics, experimental mechanics* (6). Second term: Greek (4), Latin (4), exercises in rhetoric (1), *zoology, French, German, mathematics, chemistry, electricity and magnetism* (6). Third term: Greek (4), Latin (4), exercises in rhetoric (1), *botany, modern languages, mathematics, electricity, and astronomy* (6).

For Junior year.—First term: Psychology (3), essays (1), *Greek, Latin, modern languages, English literature, Roman history, mathematics, geology* (11). Second term: Political economy (2), essays (1), *Latin, modern languages, English literature, mathematics, physics, acoustics and optics, history of Roman empire* (12). Third term: Logic (3), essays and criticism (1), *Greek, Latin, modern*

languages, *English literature*, *medieval history*, *mathematics* and *optics* (11).

Fourth or Senior year. — First term: History of philological literature (3), *Greek*, *Latin*, *modern languages*, *pure mathematics* (10). Second term: Moral philosophy, literature and modern oratory (3), *Greek*, *Latin*, *modern languages*, *special literature*, *history*, *pure mathematics*, *applied mathematics* (10). Third term: Critical analysis of authors and extempore lectures of non-resident professors, *Greek*, *Latin*, *modern languages*, *pure mathematics*, *applied mathematics* (10).

Students electing *physics* are required to continue through one complete part of the subject, and those electing *chemistry* to continue it through two terms.

During the third year, and the first two terms of the fourth, students may devote twelve hours a week to the classics with the aid of classical instructors.

II. *The Course in Literature — Leading to the Degree of Bachelor of Literature.*

First or Freshman year. — First term: Algebra (5), geometry (3), rhetoric and composition (2); six lectures on the first Tuesday in October. Second term: Latin (4), Anglo-Saxon (4), rhetoric and composition (2), Trigonometry and mensuration (5), Latin (4), botany (3), zoology (3).

Second or Sophomore year. — First term: German (3), or French (5) and German (3), Anglo-Saxon (3), Latin (4), exercises in rhetoric (1). Second term: German (3), or French (5) and German (3), early English (3), chemistry (4), exercises in rhetoric (1). Third term: French (3), or French (5) and German (3), Latin, chemistry (6), rhetorical exercises (1).

Third or Junior year. — First term: Psychology (2), Latin (4), Latin, modern languages, or science (6), special literature (1), English literature (1). Second term: Moral philosophy of the Roman Empire (4), Latin, modern languages or science, literature (2), essays (1), English literature (1). Third term: History (3), medieval history (4), Latin, modern languages or science, literature (2), essays (1), English literature (1).

Fourth or Senior year. — First term: Modern history (2), history of philosophy (2), special literature (2), literature and oratory (3), Latin, modern languages or science (2). Second term: American history (2), philosophy of history (3), history (2), special literature (2), general literature and oratory (2).

languages or science (4). Third term: American law (5), special (2), general literature and oratory (3), Latin, modern languages (4), attendance on lectures of non-resident professors and preparation for Commencement.

Students who enter this course with an entrance examination in German take elementary French and advanced German in the second year. And those who have French for their entrance examination will take elementary German and advanced French during that year.

Course in Philosophy—Leading to the Degree of Bachelor of Philosophy.

For Freshman year.—First term: Algebra (5), Latin (4), French or German (5), rhetoric and composition (2), six lectures on hygiene, to begin on the first Tuesday in October. Second term: Geometry (5), French or German (5), rhetoric and composition (2). Third term: Trigonometry (5), Latin (4), French or German (5), rhetoric and composition (2).

Second or Sophomore year.—First term: German or French (3), physics (3), analytical geometry (5), experimental mechanics (3), exercises (1). Second term: German or French (3), zoology (3), calculus (5), electricity and magnetism (2), chemistry (3), rhetoric and composition (1). Third term: German or French (3), botany (3), electricity and magnetism (2), chemical lectures (3), laboratory practice (3), exercises (1).

Third or Junior year.—First term: Psychology (2), Roman history, or languages (4), chemistry (2), geology (3), heat (2), essays (1), literature (1). Second term: Moral philosophy (2), history of the empire, science or languages (6), acoustics and optics (3), essays (1), English literature (1). Third term: Logic (3), mediæval history, or languages (6), acoustics and optics (3), essays (1), English literature (1).

Fourth or Senior year.—First term: Modern history (3), American history (2), history of philosophy (2), general literature and oratory (3), Latin (5). Second term: American history (2), philosophy of history (2), political economy (2), general literature and oratory (3), *optional* (5). Third term: American law (5), general literature and oratory (3), *optional* (5), attendance on lectures of non-resident professors and preparation for Commencement.

Students who enter this course will, after passing an entrance examination in French, take elementary German the first year and advanced German the second, and those who enter with a preparation in German take elementary French the first year and advanced German the

IV. *Courses leading to the Degree of Bachelor of Science in Science.*

First or Freshman year.—First term: Algebra (5), German (3) or German (5) and French (3), rhetoric and six lectures on hygiene, beginning on the first Tuesday in the second term: Solid geometry (5), French (5) and German (3) or German (5) and French (3), rhetoric and composition (2). Third term: Solid geometry (5), French (5) and German (3) or German (5) and French (3), rhetoric and composition (2).

Second or Sophomore year.—First term: French or German (3), zoology (3), analytical geometry (5), experimental mechanics and physical exercises (1). Second term: French or German (3), zoology or astronomy (5), electricity and magnetism (2), chemistry and physical exercises (1). Third term: French or German (3), botany (3) and magnetism (2), chemical lectures (3), laboratory practical exercises (1).

Third or Junior year. -- First term: Heat (2), chemistry (3), English literature (1), essays (1), optional, six hours, of which at least three must be given to one of the following sciences: chemistry or zoology. Second term: Acoustics and optics (3), English literature (1), essays (1), optional, seven hours, of which at least four must be given to one of the following sciences: chemistry (including mineralogy) or zoology. Third term: Mechanics and optics (3), descriptive geometry (3), English literature (1), optional, seven hours, of which at least four must be given to one of the following sciences: botany, chemistry, geology or zoology.

Fourth or Senior year. — First term: Modern history (3), English literature (1), optional, eleven hours, of which at least eight must be given to two of the following sciences; three or five hours must be given to each science taken: botany, chemistry, geology, mathematics or zoology. Second term: American history (2), physics (2), optional, eleven hours, subject to the same conditions as the first term of this year, except that chemistry may include mineralogy. Third term: Constitution of the United States, English literature (1), optional, eleven hours, subject to the same conditions as the first term of this year.

The names of the sciences in the above lists of optional courses are used in the widest sense, and as including several courses of lectures and laboratory practice, any of which may be taken either alone or in combination with others, according to the discretion of the professor in charge. For these several subdivisions of the sciences referred to the statements of the scope of instruction in the department of science.

tional hours not required for science in the junior and senior year may be given to either scientific, literary, historical or philosophical

During their particular lines of study in the sciences of the junior year, students will be required to take at least the minimum of each science elected that is given throughout the whole year. Students intending to take the physics of the senior year must take geology of the sophomore year; those intending to take geology of the junior year must take blow-pipe determination of minerals previous to that year.

Students who have had an entrance examination in German will take elementary French four times a week and advanced German three times a week during the first year, and advanced French three times a week during the second year, both in this course and in the course in history; and those who have their entrance examination in French will take elementary German and advanced French the first year and advanced German the second year.

2. *Course in Science and Letters.*

Freshman year.—First term: Algebra (5), French (5) and German (3) or German (5) and French (3), rhetoric and composition (2), lectures on hygiene, beginning on the first Tuesday in October. Second term: Geometry (5), French (5) and German (3) or German (5) and French (3), rhetoric and composition (2). Third term: Trigonometry (5), French (5) and German (3) or German (5) and French (3), rhetoric and composition (2).

Sophomore year.—First term: French or German (3), geology (3), physics (3), ancient history (1), rhetoric (1), modern languages (2), *optional* (2). Second term: French or German (3), geology (3), physics (3), chemistry (3), ancient history (1), rhetoric (1), modern languages (2). Third term: French or German (3), botany (3), physics (3), chemistry (3), ancient history (1), rhetoric (1), modern languages (2).

Junior year.—First term: Psychology (2), Roman history (2), essays (1), English literature (1), *optional* (4). Second term: Moral philosophy (2), history Roman empire (4), essays (1), English literature (1), *optional* (7). Third term: Logic (3), mediæval history (4), essays (1), English literature (1), *optional* (6).

Senior year.—First term: Modern history (3), American history (2), history of philosophy (2), general literature and oratory (3), essays (5). Second term: American history (2), philosophy of history (2), political economy (2), general literature and oratory (3), *optional* (5).

Third Term: American law and polity (5), general literature (3), *optional* (5).

The hours marked optional may be filled with any mathematics, modern languages or literature, for which the student has previous study.

3. *Course in Chemistry and Physics.*

First or Freshman year.—First term: Algebra (5), Latin (8), rhetoric and composition (2), six lectures on hygiene beginning on the first Tuesday in October. Second term: Solid Geometry (5), French and German (8), rhetoric and composition (2). Third term: Trigonometry (5), French and German (8), rhetoric and composition (2).

Second or Sophomore year.—First term: Analytical Geometry (5), French or German (8), experimental mechanics (3), chemical practice (2). Second term: Chemistry (3), electricity and magnetism (2), French or German (3), zoology (3), chemical practice (2). Third term: Chemistry (3), electricity and magnetism (2), French or German (3), botany (3), chemical practice (4).

Third or Junior year.—First term: Chemical philosophy (5), geology (3), chemical practice (7). Second term: Chemical geology (3), mineralogy or metallurgy (2), organic chemistry (1), acoustics (3), geology (3), chemical practice (5). Third term: Optics (3), physics (3), chemical technology (2), acoustics and optical practice (7).

Fourth or Senior year.—First term: History of philosophy (5), chemical practice (4), chemical practice (11). Second term: Mineralogy (2), organic chemistry (1), chemical practice (4). Third term: Chemical technology (2), chemical practice (2), chemical practice (5).

4. *Course in Mathematics.*

First, or Freshmen year.—First term: Algebra (5), Latin (8), rhetoric and composition (2), six lectures on hygiene beginning on the first Tuesday in October. Second term: Spherical trigonometry (3), French and German (8), rhetoric and composition (2) linear drafting (2). Third term: Harmonics (5), French and German (8), botany (3), rhetoric and composition (2).

Second, or Sophomore year.—First term: Analytical geometry (5), experimental mechanics (3), French or German (8), exercise (1), free-hand drawing (3). Second term: Analytic geometry (5), dimensions (2), modern methods in analytic geometry (2), electricity and magnetism (2), French or German (3), exercise (1), free-hand drawing (3). Third term: Calculus (5).

ive geometry (4), electricity and magnetism (2), French or German exercises in rhetoric (1).

or Junior year.—First term: Integral calculus (5), descriptive geometry continued (4), heat (2), physiology (3), essays (1). Second term: Differential equations (3), quaternions (2), acoustics and optics (3), zoology (3), essays (1). Third term: Differential equations continued, and theory of functions (5), acoustics and optics (3), logic (3), essays (1).

or Senior year.—First term: Analytic and celestial mechanics (5), mathematical essays (1), shades, shadows and perspective (3), history (3), geology (3), history of philosophy (2), English literature (1). Second term: Philosophy of mathematics, with reviews (5), mathematics (1), astronomy (5), history (4), English literature (1). Third term: Philosophy of mathematics, with reviews (5), mathematical essays (1), lectures on the Constitution of the United States; English literature (1), *optional* (3).

Most of those studies in this course which are not closely connected with mathematics substitutes will be allowed.

5. *Course in Natural History.*

or Freshman year.—First term: Modern languages (8), rhetoric (1), hand drawing (3), six lectures on hygiene, beginning on the first of October. Second term: Modern languages (8), rhetoric (2), six lectures (3), chemical laboratory work (3). Third term: Modern languages (8), rhetoric (2), chemical lectures (3), chemical laboratory work (3).

or Sophomore year.—First term: Modern languages (8), rhetoric (1), lectures on human physiology (3), physiological laboratory work (5), experimental mechanics (3). Second term: Modern languages (3), rhetoric (1), lectures on general zoology (3), laboratory work (3), zoology (6), electricity and magnetism (2). Third term: Modern languages (3), rhetoric (1), general lectures on botany (3), field work in botany (2), lectures on special zoology (2), laboratory work in embryology (3), electricity and magnetism (2).

or Junior year.—First term: Lectures and laboratory work on cryptogams (3), laboratory and field work on compositæ or other groups (2), lectures on geology (3), blow-pipe determination of minerals (3), heat (2), essays (1), English literature (1). Second term: Lectures on vegetable physiology (3), lectures on advanced and economic botany (3), laboratory work in geognosy (3), acoustics and optics (3), essays (1), English literature (1). Third term: Lectures and laboratory work on algæ and musci (2), special field and laboratory work in botany (3),

lectures on palæontology (3), laboratory work in palæontology (3), laboratory and field work in entomology (2), acoustics and optics (3).

Fourth or Senior year.—First term: Lectures and laboratory work on fungi (3), lectures on principles of horticulture (2), lectures on anatomy and physiology of domestic animals (5), lectures and field work in geology (5), history of philosophy (2). Second term: Lectures on systematic and applied botany (3), laboratory work on graminæ or special groups (2), (the course in botany for this term alternates with that of the winter term of the junior year) laboratory work in geology or palæontology (3), advanced work in either botany, geology or zoology (8). Third term: Advanced work in botany, geology or zoology (13).

Students intending to enter medical schools will be allowed to devote to human anatomy and physiology some of the time otherwise given to general zoology. In case they take a partial course of less than four years these students are advised to arrange their studies in consultation with the several professors of natural history.

Additional Requirements.

In addition to the studies named in the foregoing courses students are required, in order to take the degree to which it leads, to attend lectures on general agriculture, and the lectures on modern history by President White.

V. The Courses in Agriculture—the Full Course of Four Years—Leading to the degree of Bachelor of Agriculture.

First or Freshman year.—First term: Algebra (5), drawing, free-hand (3), German (5), rhetoric and composition (2), six lectures on hygiene, beginning on the first Tuesday in October. Second term: Chemistry, general (3), geometry (5), German (5), rhetoric and composition (2). Third term: Chemistry, general (3), German (5), rhetoric and composition (2), trigonometry (5).

Second or Sophomore year.—First term: Chemistry, agricultural (5), chemical practice, qualitative analysis (4), German (3), experimental mechanics (3). Second term: Chemistry, agricultural (5), chemical practice, qualitative analysis (4), drawing, free-hand (3), German (3), electricity and magnetism (2). Third term: Botany (lectures (3), field work (2) (5)), entomology (5), German (3), land surveying (3).

Third or Junior year.—First term: Botany (vascular cryptogams (3), compositæ and field work (2) (5)), geology (3), heat (2), veterinary anatomy and physiology (5). Second term: Acoustics and optics (3), botany (vegetable physiology, lectures (3), vegetable histology and laboratory work (2) (5)), chemical practice, quantitative analysis (4), veterinary medicine and surgery (5). Third term: Acoustics and optics (3), botany, special field

laboratory work (3), chemical practice, quantitative analysis (5), veterinary medicine and surgery (5).

Fourth or Senior year.—First term: Agriculture, lectures (5), practice (2) (Tuesday and Thursday afternoons), botany (fungi (3) principles of agriculture (2) (5), geology, practice (3).) Second term: Agriculture (5), practice (2, Tuesday and Thursday afternoons), botany (systematic and applied, lectures (3), laboratory work on graminæ or species (2) (5)), horticulture (2). Third term: Agriculture, lectures (4) (Tuesday and Thursday afternoons), building materials and construction (2), constitutional law (1).

A Course of Three Years.

First or Freshman year.—First term: Algebra (5), chemistry, agricultural (5), chemical practice (3), drawing, free hand (3). Second term: Chemistry, agricultural (5), chemical practice (5), geometry (5). Third term: Botany (5), entomology (5), trigonometry (5).

Second or Sophomore year.—First term: Botany (5), geology (3), veterinary anatomy and physiology (5). Second term: Chemistry (5), chemical practice (5), veterinary medicine and surgery (5). Third term: Botany (3), chemical practice (4), land surveying (3), veterinary medicine and surgery (5).

Third or Junior year.—Same as the fourth year of the four year course.

Course in Architecture—Leading to the degree of Bachelor of Architecture.

First or Freshman year.—First term: Algebra (5), French or German (3), rhetoric (2), free-hand drawing, six lectures on hygiene, beginning the first Tuesday in October. Second term: Algebra (2), trigonometry (3), French or German (5), rhetoric (2), free-hand drawing, perspective and tinting. Third term: Descriptive geometry (4), draughting (3), French or German (5), rhetoric (2), shading.

Second or Sophomore year.—First term: Descriptive geometry (5) (3) or German (5), experimental mechanics (3), analytical geometry (3). Second term: Calculus (5), French (3) or German (5), chemistry, electricity and magnetism (2), draughting. Third term: Building materials and construction (3), French (3) or German (5), botany (3), electricity and magnetism (2), draughting (2), free-hand drawing (3).

Third or Junior year.—First term: Shades, shadows and perspective (3), mechanics (4), heat (2), geology (3), lectures on Egyptian, Greek and Roman architecture (3), draughting. Second term: Lithology and comparative mineralogy (2), lectures on Byzantine and Romanesque architecture (5), optics and acoustics (3), draughting. Third term

Optics and acoustics (3), lectures on Gothic architecture (3), drawing (3), draughting.

Fourth, or Senior year. — First term : Lectures on renaissance architecture (3), lectures on composition and the art of design (10). Second term: Stereotomy, applied to stone-cutting on modern architecture (3), advanced and structural geology (10). Third term: Lectures on decoration, acoustics, warming, professional practice, measuring, contracts, specifications (3), designing (9), preparation of thesis.

VII. *The Course in Civil Engineering — Leading to Bachelor of Engineering.*

First, or Freshman year. — First term: Algebra (5), geometry (5), rhetoric and composition (2), free-hand drawing (2), hygiene, commencing on the first Tuesday in October. Second term: Algebra (2), spherical trigonometry (3), French or German (3), rhetoric and composition (2), free-hand drawing, lettering. Third term: French or German (5), descriptive geometry (4), draughting (4), rhetoric and composition (2), right-line drawing (2).

Second, or Sophomore year. — First term: Analytical geometry (4), descriptive geometry (4), French or German (3), modern history (3), draughting of descriptive geometry problems. Second term: Analytical geometry of three dimensions (2), calculus (3), German (3), electricity and magnetism (2), chemistry (3), geography (2). Third term: Calculus (5) and surveying (2), and magnetism (2), botany (3), chemistry (3).

Third, or Junior year. — First term: Integral calculus (5), architecture (3), shades, shadows and perspective (3), descriptive geometry (3), graphical mapping. Second term. — Higher geodesy (3), mechanics (5), mineralogy (2), acoustics and optics (3), time and draughting details of structures. Third term: Mechanics (5), surveying (5), geology (4), colored topography (2).

Fourth or Senior year. — First term: Spherical and practical astronomy (5), analytical mechanics (5), stereotomy (3), draughting. Second term: Analytical mechanics (5), metallurgy (2), advanced structural mechanics (5), stone-cutting (5), draughting. Third term: Civil engineering (5), construction (5), engineering economy (2), machine shop (5), hydrographical mapping, preparation thesis.

VIII. *The Course in Mechanic Arts — Leading to the degree of Mechanical Engineering.*

First or Freshman year. — First term: Algebra (5), geometry (5), rhetoric and composition (2), free-hand drawing and shop practice (5). Second

(5), French or German (5), free-hand drawing and shop practice (2).
 Third term: Trigonometry (5), French or German (5), descriptive geometry (3), shop practice (2).

or Sophomore year.—First term: Analytical geometry (5), French or German (3), machine construction (3), descriptive geometry (4), shop practice (2). Second term: Analytical geometry of three dimensions (3), German or French (3), chemistry (3), electricity and magnetism (2), shop practice (3). Third term: Calculus (5), German or French (3), electricity and magnetism (2), chemistry (3), shop practice (3).
 or Junior year.—First term: Integral calculus (5), shades and perspective (3), heat (2), chemistry (2), rhetoric and composition (2), shop practice (3). Second term: Acoustics and optics (3), machine construction and drawing (4), mechanics (5), rhetoric and composition (2), shop practice (3). Third term: Machine construction and drawing (4), mechanics (5), mill work (4), shop practice (2).

or Senior year.—First term: Mechanism (5), machine drawing and mechanics (5), shop practice (3). Second term: Designing and drawing (4), physical laboratory practice (4), steam engine (5), shop practice (3). Third term: Architecture (2), field practice and the use of instruments (3), special study (4), working draughts (4), shop practice and the preparation of thesis (5).

History and Political Science.

A special course has yet been marked out in history and political science. The instruction in this department is given in connection with the general courses, as already indicated, as follows:

Historical and political sciences are taught by this faculty chiefly by lectures. The lectures upon history are so arranged as to form a logical sequence—ancient history being followed by the early modern period, that by the mediæval and later modern history, and that by the history of England and the constitutional history of the United States. The elementary facts bearing upon the history of the continental nations of Europe are taught in the department of languages—much of the collateral reading recommended being in French and German. The student, therefore, comes to the lectures prepared to make full use of the opportunities they offer. Special attention is also given to Roman history, in connection with the study of the classics in the department of languages. The department is well supplied with illustrative material in the shape of mural charts, photographic views, portraits, and diagrams—the collection including the historical wall maps of Hauer and Bretschneider, the political wall maps of Sydow, and various special charts issued by Kiepert and others. In connection with the lectures students are expected to make constant use of the

university library, which is well supplied with works in English, American and general history, and thus to encourage reference and reading, their acquaintance with the faculty of the lecturers. The examinations in history are by written theses on historical subjects are occasionally required. The duties of the professors are given to imparting a good knowledge of history, to developing ideas of the philosophy of history, and to applying this knowledge to bear upon the most important problems of civilization.

The school of political science is intended to embrace all important topics connected with political and social science. Courses of lectures are delivered, as will be seen by the following, in political economy and constitutional law.

The following is a list of the lectures given in this department.

1. A course of lectures on ancient, Roman and Modern History, by Professor Russel.
 2. Modern history in general, and the history of modern history, by President White.
 3. The general history of England, by Professor Goldwin Smith.
 4. The philosophy of history, by Professor Wilson.
 5. The history of the United States, by Professor Russel.
 6. American municipal law, by Professor Wilson.
 7. Political economy, by Professor Wilson.
- Courses are given by President White, Professor Goldwin Smith or Professor Wilson during each year. Dwight has not delivered any lectures in the university for the last two years past.

Tactics and Military Science.

The instruction in tactics and military science, required by Congress and the laws of the State of New York, is given as follows :

The trustees have ordered that military instruction shall be obligatory on all students, with such exceptions as the necessities of the case may require. The instruction required is such as to qualify them for organizing a company or command of a battalion. The trustees have, however, been experimenting of making drill and military science in a less rigorous manner by allowing any student to substitute for it other work in some department of science. The experiment thus far (December, 1876) seems to have produced most satisfactory results.

Postgraduate Courses.

Students of good character and industrious habits may pursue postgraduate studies in the university, after having

aureate degree in this university, or on presenting their diploma equivalent degree elsewhere ; they are at liberty to attend any lectures, recitations or other exercises with the undergraduates ; have full use of the library, museums, etc., and are expected to pursue some studies, not included in any undergraduate course, under the sanction of some particular professor or special faculty. If they intend to take any advanced degree, they should announce their intention on entering the university.

Regular postgraduate courses have been marked out by the various departments of the university. It is found that, in most cases, students desiring to spend a portion of time at the university after taking their aureate degree, have each of them some one special study to pursue, the object to accomplish, which differs in so many respects from those of any other student, that it is hardly possible to classify them, or to arrange beforehand, in any general way, a course that will meet their requirements. Accordingly, the practice thus far has been for the student himself to indicate, on his entering the university, his preference ; and in cases where the studies he wishes to pursue are not already provided for in the regular course for the term, his application is referred to the appropriate professor, or to some one professor who is in charge of the department in which his studies are chiefly comprehended, when a course is arranged and provision made for his prosecuting it.

Journalism.

Although no special course in journalism has been marked out, students wishing to prepare themselves for journalism or the profession of law, who, nevertheless, cannot take a full course of four years, may, by obtaining the same qualifications for admission as are now required for the regular course in science, and some elementary knowledge of Latin, arrange for themselves an optional course, that can be completed in two years, which will include (1) one year of French, (2) one year of German, or one year of either or both the above languages, (3) all the studies and exercises in rhetoric, composition, oratory and general literature, (4) all the studies in moral and intellectual philosophy, including psychology, logic, moral philosophy and the history of philosophy, (5) all the studies in the departments of history and political science.

8. PRIZES.

The only prizes offered at present are :

The Woodford Prize.

A gold medal of the value of \$100, founded by the Hon. Stewart Woodford, late Lieutenant-Governor of New York, will be given

annually for the best English oration, taking into account both content and manner.

Rossiter Prize in Architecture.

A sum of thirty dollars is offered by Ehrick K. Rossiter of 1875 in this department, for the best design by any member of the Senior class in architecture, the successful competitor to be selected by the faculty for exhibition on the walls of the draughting-room.

The Horace K. White Prize.

Established by Horace K. White, Esq., of Syracuse, for the most meritorious student in veterinary science, twenty dollars in merit, ten dollars.

9. REQUIREMENTS FOR ADMISSION.

1. Candidates for admission must be of good moral character, at least sixteen years of age, and if women, seventeen years. They are required to pass thoroughly satisfactory examinations in the following subjects: 1. Geography, political and physical. 2. English, including orthography and syntax. 3. Arithmetic, including the metric system. 4. Physiology (Dalton's, Huxley and Youmans preferred). 5. Plane geometry, and (6) Algebra, through quadratic equations.

An examination in these subjects, if satisfactorily passed, entitles the applicants to the university as *optional* students, or to the study of agriculture and the mechanic arts.

2. For admission to the courses in architecture, civil engineering, mathematics, besides what is mentioned above, an examination is required in solid geometry and plane trigonometry (Greenleaf's required), including the theory and use of the instruments.

3. Of all candidates for admission to the courses in the sciences and letters, literature, philosophy, mathematics, natural history, chemistry and physics, examinations will be required in the subjects named in the first paragraph above, either (1) in the principles of French grammar and construction, and the first book of Voltaire's *Elements de Grammaire* or its equivalent; or (2) the principles of German grammar and construction (Whitney's or Comfort's grammar preferred) and the first pages of Whitney's Reader, or its equivalent; or (3) the first pages (equivalent to Davies' Bourdon), solid geometry, and plane and spherical.

In case students who are intending to enter one of the above courses are not prepared in either their French or German, or in the sciences, they can enter as optional students, and make up their deficiencies by reciting in these studies in the university.

certificates issued by the Regents of the State of New York, and certificates of having passed satisfactory examinations at any of the normal schools, academies or high schools of New York, whose requirements for graduation meet the requirements of the faculty in arithmetic, grammar, geography, physiology and geometry, will be accepted in the case of students who have completed such schools, instead of an entrance examination in the above named.

In the course in natural history, candidates will be examined also in trigonometry, Allen's Latin Reader, or some equivalent for it, and an adequate amount of grammatical knowledge, and in Greek, the student must have enough of the language to enable the student to recognize, and form scientific technical terms.

In the course in literature and that in philosophy, besides the general examinations and the French or German, they will be examined in grammar, including prosody; composition (Arnold's first twelve books of the *Eclogues*, or four books of *Cæsar's Gallic War*; Virgil's *Georgics*, and six books of the *Æneid*; six Orations of Cicero.

In the course in arts, or the Classical course, the examinations will be the same as for the course in literature (including the general entrance examination), with the addition of an examination in Greek, Greek (Goodwin's), writing Greek, with the accents, the first one hundred and eleven pages of Goodwin's Greek Reader (or four books of Herodotus's *Anabasis*), the first three books of the *Illiad*, omitting the catalogue of ships, and the history of Greece.

10. EXERCISES, RECITATIONS, ETC.

For students in general or optional courses there are three recitations or lectures required daily for every day in the week, except Sunday. For students in special courses an amount of study, required equal to the three recitations or lectures, though it may be devoted continuously to one particular branch of study, as chemistry, surgery, etc.

11. RELIGIOUS INSTRUCTION.

Cornell University was established by a government which recognizes no religious test in religious belief, and by a citizen who holds the same view. It is the policy of the University to be true to its trust, therefore, were it to seek to promote any religious test, it would be false to its trust, therefore, were it to seek to promote any religious test, it would be false to its trust, therefore, were it to seek to promote any religious test, it would be false to its trust. The State of New York, in designating it as an agent of the bounty of the general government, has also declared

the same doctrine. By the terms of the charter no or student can be accepted or rejected on account of political opinions which he may or may not hold.

The university chapel, the gift of the Hon. Henry completed, and in it religious services will be held at Sunday, in connection with which discourses will be delivered by men of the various Christian denominations, to be selected from time to time, in such a way as to give the best representation of the thought of the age, and to exemplify the influences of the world.

12. EXAMINATIONS.

Examinations are held at the end of each term, during the week to them. They are conducted partly in writing, and partly by the method of conducting them is left to each professor in each department. In some cases an examination in a particular subject is held during a term, in case the subject has been completed; and for all students, examinations are required. These examinations are made very strict and thorough. Each student must have studied enough to have occupied him for at least three hours during the entire term in recitations and lectures, besides the time and study required in preparation and in writing the lectures; and no student is allowed to go on in the next term having passed, at least once in each term, a satisfactory examination in that study. Nor is any student allowed to remain in the college all who does not pass satisfactorily, each term, his examination in the three studies that have had daily recitations or lectures. If a student has had but two or three recitations in some one of his departments, he may take others to make up the fifteen recitations and lectures required during the term, and pass his examination satisfactory that is equivalent to these three daily recitations. These rules apply to special students having but one department. In all cases, however, progress equal to the three daily exercises is required.

13. MODE OF INSTRUCTION.

During the first two years, in all the courses, the instruction is mostly by recitations from text-book, but by lectures in subjects which admit of that mode of teaching. But, after the student has had sufficient drill of this kind, the system of teaching by frequent examinations is adopted as being, in the opinion of the faculty, best calculated to educate the mind of the student for independent and self-reliance. The student is required to have a clear and comprehensive view of the literature pertaining to

notes taught are, as will be seen below, most ample. In the lectures the students are expected to take notes and to look up the books referred to; so that the lecture system, instead of being a mere recitation, is found to be more exacting in its demands upon the time of the student than mere preparation for recitation would be. It requires more maturity of mind and the exercise of more judgment in the choice of authorities.

14. DISCIPLINE.

The university proposes to treat its students as men rather than as children, assuming no further control of them than is necessary to the accomplishment of the objects for which students resort to it. A few general rules have been found necessary. These include, among other things, that every student, unless specially exempted by the faculty, shall attend at least fifteen recitations, or their equivalent in lectures and laboratory practice, each week, and that no student shall take an optional course that is not approved by the faculty as a use of his time and efforts. Any student having occasion to be absent from his duties must obtain a leave of absence from the president of the university; and in case he absents himself without leave for three consecutive days he is regarded as having withdrawn from the university, and will not be allowed to return without the consent of the faculty. Any student found guilty of intoxication or other immorality will be at once dismissed. And so, likewise, any student who so far neglects his duties as to fail to pass his term examinations unsatisfactorily loses his position in the university. He may, at the discretion of the faculty, be allowed to re-enter once again, on probation, on an optional course. But the occurrence of a second failure is regarded as indicative of incapacity or of want of application, and is followed by either exclusion from the university or restriction to one or more of the regular courses.

15. HIGHER EDUCATION OF WOMEN.

From the wish of the founder and other influential friends of the university, from the first, that it should be open and its means and methods of education should be offered to all, irrespective of sex, color, or nationality; and by an act of the trustees, passed in April, 1872, providing that women should be admitted to the university on the same terms and conditions as men, except that they must be seventeen years old. A building — the Sage College for Women — has been completed and is now in use. There is no separate course or department for women; the entrance examinations are the same for them as for young men; and they depend upon the course they intend to pursue. Neither are

there any separate classes formed for them. The only is, that a separate building has been provided by the Sage for them to live in, if they choose to avail themselves of the opportunity. While the leading object of the movement is to give to the young women of our country an opportunity for the higher studies of a university course, those who are instrumental in making these arrangements are earnest advocates of the coeducation of the sexes. The number of female students is about fifty during the year, and the number at present at the Sage college is about thirty.

16. GRATUITOUS INSTRUCTION.

By the act of incorporation, it is provided that one student may be appointed from each assembly district in the city to be entitled to gratuitous instruction. This has been interpreted to imply an appointment for four years, so that the district sends one student each year, and thus, after the third year of the university's existence as an educational institution, each district has its students in the university receiving an education free of tuition.

Besides this, all students in agricultural courses, and in the sciences, receive instruction and all the facilities for education which the university affords gratuitously.

There also is provision for the payment of students who are employed on the university premises. The results have been very good. Men having some trade available for the university, as masons or machinists, have in many cases mainly, and entirely, supported themselves while carrying on their studies. There is much work on the university buildings. The university also affords to practical printers the opportunity of a university education. Yet no young man should come to the university entirely without resources. It is not always possible to get at work at once, and even if it were possible, there are extra expenses at the outset, attendant upon settling in quarters and making provision for a course of study. To obtain support, to any extent, is no easy task. It requires energy and sacrifice, and it is greatly to the advantage of the student to have earned something, so that his energies shall not be too much diverted from mental to manual labor.

Besides this, there are prizes offered to the amount of \$100, which serve both as an incentive to study and as a reward for merit.

The present charge for tuition is twenty dollars per year, and for board \$10 per year.

17. DEGREES ESTABLISHED IN THE UNIVERSITY.

1. *Primary or Baccalaureate Degrees.*

degree of Bachelor of Science is conferred on all those students who satisfactorily complete any one of the five courses: Science, Arts and letters, chemistry and physics, mathematics, or natural history. The particular course pursued by the student is specified in the diploma.

Degrees of Bachelor of Arts, of Literature, or Philosophy, of Architecture, of Civil Engineering, and of Mechanical Engineering are given to the students who satisfactorily complete the courses corresponding to the degree named. The degree of Bachelor of Primary Science is also given to students who complete a full course of four years in that department.

Two degrees will be conferred at the same time.

By one of the above degrees it is not necessary that the student pursue the course leading to it in precisely the same order as it is laid down in the statement of courses below. But experience has fully confirmed what was in fact obvious at first, that it is best for the student, who expects to graduate at all, to take the course leading to the degree he seeks, and pursue it as laid down in the statement.

But very few of those who attempt an optional course succeed in graduating in any course.

In some cases, also, substitutes, or equivalents for the studies named in the respective courses will be accepted; but the substitutes or equivalents must be in the same general department and of a similar character to those for which they are offered.

A fee of five dollars is charged in all cases for Baccalaureate degrees, and must be paid before the diploma will be given.

2. *Advanced Degrees.*

Graduate courses of study, leading to second or advanced degrees, have been, or will, on application, be marked out in the following departments: Chemistry and physics, history and political science, ancient classical languages and literature, modern European languages and literature, Oriental languages and literature, mathematics, natural history, comparative philology, and philosophy and letters.

A student intending to take a second or advanced degree should apply to the faculty to be admitted a candidate for the degree he wishes, and signify the department in which he wishes to prepare himself for the degree.

Second degrees in arts, literature and science, will be conferred on students who have taken the Bachelor's degree in this university or else-

where, where the requirements for those degrees respect to our own, on the following conditions :

1. After having spent at least one year in this university of postgraduate study marked out by the faculty in each a satisfactory thesis and passed a satisfactory examination at the university in the course of study pursued

2. The same degrees will be conferred without residence at this university only, on conditions the same in all respects except that the degree will not be given until three years after the Baccalaureate degree has been taken.

The degree of Master of Science will be conferred on those who have graduated in the course in philosophy on the same conditions as those who have graduated in the course in science.

The degree of Civil Engineering is conferred upon those who have graduated in the course of Civil Engineering as, after six terms or two years of study and practice, shall have passed the requisite examinations at the school of engineering.

The degree of Doctor of Veterinary Medicine is conferred on those students who have spent two years in additional study after having taken the degree of Bachelor of Veterinary Science and passed satisfactory examinations therefor.

The degree of Doctor of Philosophy will be conferred on those who have graduated at this university, and of other universities and colleges whose requirements for the bachelor's degree are equal to our own on the following conditions :

1. In order to become a candidate the applicant must have attained a grade above what is required here for graduation in the course in arts, and a knowledge of Greek equal to that required here for graduation in the course in arts.

The candidate must spend at least two years at this university in the course of study marked out by the faculty as leading to the degree.

3. He must pass an examination upon the course in arts, and present a meritorious thesis upon some subject included in the course of study.

The degree of Doctor of Science will be conferred on those who have graduated at this university, and other universities and colleges whose requirements for the bachelor's degree are equal to our own, on the following conditions :

1. In order to become a candidate the applicant must have attained a grade above what is required here for graduation in the course in science.

(a) A knowledge of Latin and Greek at least equal to that required for admission here to the course in natural history.

(b) A knowledge of French and German equal to that required for admission here to the course in science.

knowledge of science, of literature and of philosophy equal to required here for graduation in the course in philosophy.

A candidate must spend at least three years, two of them at this university, in the study of not less than two scientific subjects, approved by the faculty, in one or more of the departments of chemistry and mathematics and natural history.

A candidate must pass an examination upon these subjects, showing in one or more special attainments, and must present a meritorious thesis based upon original investigations, or make some other contribution to science.

A successful candidate for any advanced degree will be required to pay the treasurer ten dollars before receiving his diploma.

A candidate will also be required, in the case of the doctor's degrees, to print his thesis and deposit fifty copies in the library of the university before receiving his diploma.

In other cases of second degrees the successful candidate will be required to deposit a copy of his thesis in the university library.

A student in any post-graduate course will be allowed to take two courses for the same course, to take any inferior degree for any part of a course that leads to a higher one, or be a candidate for more than one degree at the same time.

Candidates for any second degree are required to make their application for examination and present their theses at least twenty days before the annual Commencement at which they propose to take their degree. A committee, consisting of four members of the faculty, will superintend the examinations, which will take place during the second week of the Commencement week.

CERTIFICATE OF LICENTIATE. — Licentiate certificates or certificates of proficiency are conferred upon students who have pursued a special course in any branch of knowledge. They are given upon the recommendation of the respective faculties.

3. *Honorary Degrees.*

Honorary degrees of any kind or grade have been conferred by the faculty.

18. LIBRARY AND READING-ROOM.

Various collections of the university have been carefully formed, with a view of making them, as an apparatus of study, as efficient as possible.

They are accessible to all undergraduates, under such rules as the faculty may deem necessary for their preservation and efficient utility.

The university library numbers, at present, 38,000 volumes. It now occupies the lower floor of the central part of the McGraw building; is arranged in departments upon a system of classification based upon that

of Brunet, and a slip catalogue of the whole collection in progress. Separate alphabetical catalogues, with analyses of each department, will be issued as early as possible.

The library is open and accessible to all registered students week-day from 8 A. M. to 5 P. M. Connected with it is a collection containing critical and scientific periodicals (sets of some of the beginning are to be found in the library), to the extent of 100 American periodicals, twenty-seven English, nineteen French, and six German, making a total of ninety-nine.

19. MUSEUMS.

1. Agriculture. — The museum contains (1) The Royal collection of one hundred and eighty-seven models of plows made at the Agricultural College of Würtemberg, under the direction of the Emperor, and arranged and classified by him for the Paris Exposition; (2) Engravings and photographs of cultivated plants and animals at the various agricultural colleges of Europe; (3) The ternary models, being the entire series used at the government agricultural colleges of France and Russia; (4) A collection of the Royal Botanical Garden of Britain, being a duplicate of that in the Royal Museum of Natural History at Edinburgh, presented by the British government; (5) A collection of agricultural seeds.

The class-room has been provided with a special set of apparatus and other appliances designed to illustrate the subjects of agriculture.

2. Architecture. — A beginning has been made for a collection to illustrate the subjects in this department, consisting of (1) A collection of models in plaster, made by the Frères Chéret, of domes, vaults, arches and stairs; (2) Models, in wood, of jointing and scarfing; (3) Samples of encaustic tiles, of the agents of Minton and Co.; (4) A collection of marble, of various foreign; (5) A collection of building stone; (6) A collection of lantern-slides to be used in the camera as illustrating various buildings and the various styles of architecture.

The architectural department in the university library is particularly full and valuable, containing besides much else, a large and extensive collection of the rarest and most valuable works.

3. Botany. — The collections illustrative of botany include the following: — The botanical model collection of thirty *modèles plastiques* of plants, on a magnified scale, of Paris, and plant models designed and executed by Brongniart; (2) The herbarium, including the Horace Mann herbarium, and several thousand specimens, especially of Sandwich Islands

by President White and presented to the university, and an collection of indigenous plants, together with small collections of West Indian and European plants; (3) A considerable of woods, fruits, dry and alcoholic specimens, collected in by Professors Prentiss and Hartt and Mr. Derby; (4) The x roll maps of Achille Comte of Paris, and the nine botanical y Professor Henslow of Edinburg; (5) A small collection of vegetable products.

logy and palæontology. — This museum comprises: (1) The collection, embracing a large number of species of fossils, mainly New York formations, many of which are illustrated by type-s, figured and described in the reports of the New York State al Survey; (2) A series of rocks and fossils of the Devonian age ate the geology of Ithaca and vicinity; (3) The Hartt collec- (deposited) of rocks and fossils from the British Provinces and (4) The collections of rocks and fossils made by Professor d his parties on the two Morgan expeditions to the Amazonas and 1871; (5) The Ward collection of casts of fossils, presented Cornell; (6) Several miscellaneous collections of ores, rocks and obtained through gift, purchase or exchange; (7) A collection n antiquities made by Professor Hartt, Mr. Derby and Mr. on the Amazonas in 1870 and 1871; (8) A number of skele- n the Anglo Saxon cemetery at Frilford, England, with a variety logical relics from the same place, the whole presented by Pro- george Rolleston, of the University of Oxford; (9) A valuable n of ancient Peruvian pottery, presented to the museum by t White; (10) The T. B. Comstock collection (deposited), of ssils and minerals, including a quantity of hot spring and geyser from the Yellowstone National Park, with volcanic rocks and aterial collected by Professor Comstock, while acting as the t of the N. W. Wyoming expedition, in 1873; (11) The Simonds n (deposited), made up of fossils from the Cayuga Lake Basin, y from the Hamilton and Chemung groups and containing many e yet undescribed; (12) Several hundred lantern-slides to illus- e lectures on geology, palæontology and archæology; (13) A of large photographs illustrating the geology, etc., of the Rocky ns and the Pacific coast, taken on the Hayden Survey and the States Coast Survey; (14) The W. A. Jones Collection (deposited), comprising a choice selection of fossils and minerals from Wyoming and elsewhere, collected by Captain Jones of the States Engineer corps.

neralogy. — The Silliman collection of minerals, formerly the pri- collection of the late Benjamin Silliman, is located in the main hall of

the McGraw building, and contains many valuable specimens. There is also a small but constantly increasing working collection of minerals situated in the chemical laboratory, which is used more especially by the students in determinative mineralogy and blow-pipe analysis.

6. Military Science. — Materials for illustrating the condition of the military art at the present time, as well as a collection of curious things pertaining to the department, is being made, and will comprise arms of various patterns, shot, shell, and the various kinds of ammunition in use in the army of the United States. It is believed that the student being familiarized with the different articles and their nomenclature, will be able to comprehend much better the technical statements of military history ; and if his services are required by the national government this information will be of advantage.

7. Technology. — Besides the models made at the university, the Museum of Technology and Civil Engineering comprises : (1) A collection of working models in brass and iron, illustrative of mechanical principles applied to machinery, and an extended series of photographs for the same purpose, from the establishment of Schröder, of Darmstadt ; (2) Another collection of working models in wood and iron, illustrative of intricate mechanical combinations and expedients, made under the direction of Professor Willis, of Cambridge, England, and Professor Rigg, of the college of Mechanics, at Chester ; (3) Models illustrative of descriptive geometry, and bridge and roof construction, made by Schröder ; (4) The diagrams and charts issued with the sanction of the English Committee of Council on Education ; (5) Photographs and models from various sources ; (6). A collection of engineering instruments.

8. Zoology and physiology. — The collections in the museum of zoology, which are available for the educational purposes of the university, are made up of the following : (1) The Greene Smith ornithological cabinet, a mounted and classified collection of 362 birds, principally American, made and presented to the university by Mr. Greene Smith, of Geneva ; (2) The Newcomb conchological collection, including about 25,000 species ; (3) The *modèles plastiques* of Dr. Auzoux, of Paris, illustrative of comparative anatomy and physiology ; (4) The lithographic charts and diagrams edited by Achille Comte of Paris, and those published under the auspices of the council of education at London ; (5) A constantly increasing collection of native animals in alcohol, and of preparations illustrating their structure ; (6) A collection of insects, to which additions are constantly made, specially intended to illustrate the habits of species injurious to vegetation ; (7) Various anatomical and zoological specimens deposited by Professors Wilder and Hartt.

9. *Collections in the Fine Arts.*

Foundation of a museum of the fine arts has been laid by deposit in the university, for the use of the faculty and undergraduates, the following: (1) A valuable collection of photographs, especially rich in specimens of architecture and of art applied to manufactures; (2) Paintings, including full length portraits of Professor Goldwin Smith and George William Curtis, by Carpenter, presented by President White; portraits of Humboldt, Hon. Hiram Sibley, Peter Cooper and Prudden; (3) Bronze copies of masterpieces of statuary, including Michael Angelo's works, two busts by Burton, one of President White, a gift of some friends of the president, and the other of Professor Goldwin Smith, a gift of the students of the university, and an original bust of Goldwin Smith; (4) Many portfolios of engravings illustrative of Christian art, the history of art in general, including the publications of the Royal Academy and the Berlin museum series, as well as the series of reproductions of the Gray collection.

There is also quite a collection of busts of distinguished men of classic, renaissance and modern sculpture, and architectural ornaments made under the direction of the South Kensington museum, and the Victoria and Albert Museum of London, arranged for the use of students in free-hand drawing and for the departments of architecture and engineering.

10. *Undergraduate Societies.*

Following associations have been formed by the undergraduates: (1) a natural history society; (2) a chemical club; (3) an agricultural society; (4) an engineering club; (5) a society for mechanical engineers; (6) literary societies, known as the "Irving," the "Philaetheian," the "Delphi" and the "Curtis;" and (7) a "Christian association," which meets on Thursday evenings and on Sunday afternoons.

20. THE FARM.

The university farm consists of about 100 acres, exclusive of the experimental farm, the campus and timber land. A large proportion of the farm is devoted to the raising of food for the domestic animals. In addition to the animals kept for labor and the production of milk, are a few of the leading breeds of cattle, sheep and swine, the primary object of which is class illustration. The object of the system pursued is in raising to the highest standard the condition of the soil and the productive power. But it is evident that this can be accomplished only by a well-defined system of rotation and years of careful and intelligent management.

It is further evident that the high price of labor and of fertilizers are principal obstacles to be overcome in advanced agriculture. By the

more extended use of labor-saving implements and operations now so often performed by hand, supplied with liberal application of fertilizers and clover, we are sanguine that the work can be conducted within the limits of economical labor. This is made supplementary to the experimental, by duplicate experiments of the latter, but on a larger scale.

The statistics of the general farm, as well as the work, is kept upon a regular system — the same as that taught in the class-room — and will be so arranged that, at the close of the year, not only the profit and loss upon the whole farm, but upon each crop and field, can be accurately ascertained.

The old barns near the university buildings have been adapted to general farm purposes. Near by is a neat tool-room, organized and arranged after the most approved plan, in which are stored, for the use of the farm and illustration of their kind that the market affords.

Forty acres of the general farm are used in conducting experiments in the rotation of crops, the various modes of cultivation, the application of domestic and imported fertilizers, the productivity and value of the various grains and grasses, and in testing new varieties. To aid in conducting these experiments a new and commodious barn has been erected, and adapted to its purpose; it will aid for experimentation in feeding domestic animals. It is located near the center of the farm and comprises three stories, which are accessible to teams from the hill-side on which it stands. In the basement are the manure cellar, engine and boiler room. The middle story, ten feet high and covering nearly 1000 feet, is divided into box-feeding stalls, sheep-pen, horse-pens, calf-pens, and rooms for hand implements, feed bins, and, in the hill-side, a capacious root cellar. The barn is supplied with an ample supply of cistern and spring water, and every facility needed for carrying out the experiments described above, as well as any other series of experiments that may be deemed advisable to undertake.

21. BUILDINGS.

1. *The South and North Buildings.*

These two edifices, architecturally alike, are each four stories in height, of blue Ithaca stone, with light brown roofs. Each building is divided by three halls, running from end to end. The center halls are devoted to lecture-rooms. The outer halls are divided into rooms for students, each set accommodating two or three

h building are the offices of the president, the treasurer, and
strar of the university, and the faculty room.

e north building is the hall of the university literary societies,
ne Young Men's Christian Association also hold their meetings.
ins, moreover, fourteen lecture-rooms, one of which will seat
ents, and many of them are furnished with benches and desks
urpose of taking notes.

2. *The McGraw Building.*

uilding, the gift of Mr. John McGraw, of Ithaca, is constructed,
edifices around it, of dark blue stone, quarried on the university
but with dressings and cornices of Onondaga gray limestone.
rchitecture it corresponds to the others. Its length is 200
its depth sixty, while its tower rises to a hight of over 120.
ts of a main edifice and two wings. The main or central por-
be building comprises one hall 100 feet long, fifty-six wide and
in hight; and another above it of the same length and breadth,
thirty feet high, the latter containing three galleries, with an
hight of twelve feet. In this part of the McGraw building are
and galleries for the library on the lower floor; and in the
on the second floor are the various museums of the university.
orth wing is the anatomical theater, with ascending seats.
this are the rooms at present occupied by the department of
ure. In the south wing is the physical lecture-room, and
tely over it the geological laboratory. In the campanile, in
er of the front of the McGraw building — a massive stone tower
wo feet square — are placed the great bell of the university, the
ller bells of the McGraw chimes and the great university clock.
rior of the McGraw building is solidly finished with native
Its different parts are separated by walls of brick and doors of
dering them completely fire-proof. The exterior is wholly of
d iron. The library hall contains shelving for 80,000 volumes.
eries of the museum hall are fifteen feet deep, with a total
f 600 feet.

3. *The Laboratory Building.*

wooden building, with a front of 100 feet, is occupied tempo-
r two of the largest scientific departments of the university.
e the three chemical laboratories, with other accessory rooms,
draughting-room and the lecture-room of the department of
ineering.

4. *The Sibley College.*

m requisite for the erection of this edifice was the gift of one
ustees, the Hon. Hiram Sibley, of Rochester. The foundations

were laid in the autumn of 1870, and the building was completed in the summer of 1871. It is of stone, and of the same general style as the other university structures. On the first floor are the printing-shop and the office of the university press. On the second floor are the lecture-rooms of the professor of industrial mechanics, and the mineralogical museums. On the third floor are the mechanical drawing-rooms. On the north side of the building is a foundry and a stereotype foundry. The Sibley college was formally opened on Wednesday, June 21, 1871, by the Governor of the State, and the authorities of the university.

5. *The Sage College for Women.*

This is the gift of Hon. Henry W. Sage. It is not a college, a hall, a dormitory, or school, but merely a home or dormitory for women. It is quadrangular in form, 168 feet front, forty-one feet deep, and 112 stories in height. The north wing is eighty-five feet long, and the south wing 112. It is of brick with stone trimmings. The gateway connects the wings in the rear. The rooms for the students are 12 feet by fourteen, with a low board partition dividing them into a sleeping-room. The building will accommodate about 1000 pupils. Besides the dormitories for the pupils it contains lecture-rooms, a museum, laboratories for students in botany, with forcing-houses, and other necessary facilities for the pursuit of agriculture and ornamental gardening.

6. *The Sage Chapel.*

This chapel, the gift of Hon. Henry W. Sage, is situated on the main way between the south university and the Sage College. It is built of brick with stone trimmings. It contains two rooms, one of which will seat about 500 persons; the other is a gallery. The two rooms are so connected that they can easily be united when occasion may require. The discourses spoken by the head of religious instruction, are delivered in this chapel.

22. UNIVERSITY FARM AND BUILDINGS.

University farm and farm buildings.....
 New barn for experiments, etc.....
 Two four-story and basement stone buildings, each fifty feet front and
 164 feet.....
 One two-story building of wood, 120 feet front, with two wings, each 100 feet in depth, called the laboratory..
 One four-story stone building, 200 feet front by sixty feet in depth, in process of erection, called the McGraw library

Three-story stone building, 100 feet by fifty feet, called	
Assembly mechanical department	\$30,000 00
College for women	150,000 00
City chapel	30,000 00
President's house (a gift of the president)	51,000 00
Cascadilla house (estimated)	35,000 00
Machine foundry	450 00
Total of farm buildings	<u>\$699,063 91</u>

23. OTHER UNIVERSITY PROPERTY AND RESOURCES.

Cornell's endowment	\$500,000 00
Endowment fund, deposited in the State treasury,	
invested in United States and New York State stocks,	128,596 61
Land scrip fund, deposited in the State treasury ...	473,402 87
Gold medal fund	1,500 00
Professorship (temporary)	20,000 00
Professorship	30,000 00
K. White prize fund	500 00
College endowment	100,000 00
George sermon fund	30,000 00
Total	<u>\$1,283,999 48</u>

are, also, about 400,000 acres of western land, for which we receive no income, the profits arising from the sale of which, when sold, are to be added to the college land scrip fund and the endowment fund.

24. INCOME.

Amount as tuition from students	\$27,640 00
Amount allowed on State student certificates	7,220 00
	<u>\$20,420 00</u>
Amount for rent of rooms	2,841 67
Cornell endowment, etc.	82,770 00
Produce	7,059 55
Amount paid to students.	728 31
Meals furnished to students	1,770 55
Machine shop	648 62
Other resources	2,477 22
Total	<u>\$118,715 92</u>

25. EXPENDITURES.

Salaries	
Agricultural department	
Anatomical department	
Architectural department.....	
Botanical department	
Civil engineering department	
Chemical department.....	
Entomological museum.....	
Geological museum	
Library	
Military department	
Mechanical department.....	
Physical department	
Printing register, etc.....	
Veterinary department.....	
Repairs.....	
Fuel	
Care of buildings.....	
Insurance ...	
Contingent and other expenses, including new reservoir	
Total.....	

26. LIBRARY.

Total of volumes, books, pamphlets, 47,500; cost.....

27. ILLUSTRATIVE COLLECTIONS.

Palæontological cabinet.....	
Geological cabinet.....	
Zoological	
Mineralogical cabinet	
Conchological cabinet.....	
Orinthological cabinet.....	
Agricultural cabinet, cereals, etc	
Botanical museum	
Metallurgical cabinet.....	
Total.....	

28. APPARATUS AND MODELS.

English veterinary instruments.....	
English models of machine movements (Riggs).....	

elastic models, illustrative of anatomy and physi-	
comparative anatomy, zoology, botany and veter-	
surgery	\$3,990 00
philosophical apparatus and models	1,817 00
chemical and philosophical apparatus.....	4,137 00
models of machine movement	533 00
botanical models (Brendel's)....	80 00
agricultural models (Rau's plows).....	666 00
n chemical and philosophical apparatus	2,725 00
n instruments, civil and mech. engineering	3,925 00
n mechanical models.....	1,700 00
ural models.....	925 00
tural models, specimens of materials and prints..	250 00
al	<u>\$21,032 00</u>

FURNITURE, TOOLS, MACHINERY, LIVE STOCK, BELLS, AND PRINTING
PRESSES AND TYPE.

e in university buildings	\$8,200 00
f nine bells	3,400 00
ll of the university.....	2,440 00
ck on farm.....	6,532 50
ural tools and machinery.....	3,237 05
presses, type and material	8,000 00
ry, lathes, drills, etc	6,500 40
al.....	<u>\$38,309 95</u>

90. SUMMARY.

of collegiate departments.....	13
of professors	32
of assistant professors and instructors.....	23
of undergraduate students.....	<u>529</u>

Number of graduates at the last Commencement:

(B. A.).....	8
ture (Lit. B.).....	1
ophy (Ph. B.).....	3
ce (B. S.).....	21
ulture (Agr. B.).....	1
ecture (Arch. B.).....	6
stry (B. S.).....	4
ngineering (B. C. E.).....	12

In mechanic arts (B. M. E.).....	
In natural history (B. S.).....	
Total.....	

Whole number of graduates:

In arts	
In literature.....	
In philosophy	
In science.....	
In agriculture.....	
In architecture	
In chemistry	
In civil engineering.....	
In mechanic arts.....	
In natural history.....	
In veterinary science.	

Total of first degrees.....

Second degrees:

Civil Engineers.....	
Master of Arts.....	
Master of Science.....	
Doctor of Philosophy.....	
Architect	
Doctor of Veterinary Medicine	

Total of second degrees.....

Total of degrees conferred.....

Value of university buildings and grounds	
Value of library, apparatus, collections, tools, etc.....	
Value of other university property.....	
Revenue for the last academic year.....	
Expenditure for the last academic year.....	
Amount of debts of the university.....	

WILLIAM C. RUSSEL, *Ac*
 J. W. WILLIAMS, *Treas*
 W. D. WILSON, *Registr*

XIX. COLLEGE OF THE CITY OF NEW YORK.

Regents of the University of the State of New York:

Trustees of the College of the City of New York submit the following report for the collegiate year ending on the 24th day of June, containing a just and true statement of facts, showing the progress and condition of the college during and at the close of the year, in accordance with the several subject-matters following, viz.:

1. TRUSTEES.

Following is a list of the trustees of the college, with their respective places of residence, who held office the 24th day of June, 1876:

Sam Wood, 4 West Eighteenth street.
 G. Beardalee, 47 West Fifty-fifth street.
 Mathewson, 647 Hudson street.
 Klamroth, 64 St. Mark's place.
 M. Halsted, 18 West Seventeenth street.
 Kelly, 48 West Fifty-first street.
 N. Fuller, Carmansville.
 Hazeltine, 54 East Sixty-first street.
 A. Walker, 8 East Thirtieth street.
 P. West, 155 Grand street.
 Wetmore, 119 Lexington avenue.
 Traud, 115 East Eighty-third street.
 F. Baker, 138 West Forty-fourth street.
 Wilkins, Tremont.
 Dowd, 168 West Twenty-second street.
 D. Vermilye, 268 Fourth avenue.
 Place, 135 West One Hundred and Twenty-fifth street.
 Schell, 58 Clinton place.
 Goulding, 25 Rutgers street.
 Kane, 39 West Twenty-first street.
 Caylus, 22 West Thirty-third street.
 D. Kiernan, secretary of board of trustees, 230 East Thirty-third street.

During the collegiate year the board of trustees held five stated and special meetings, duly convened, for the transaction of business.

2. NUMBER AND DESCRIPTION OF PROFESSORS.

The professorships in the college during the past year were as follows: 1. A Professor of Philosophy. 2. A Professor of English Language and Literature. 3. A Professor of Latin Language and Literature. 4. A Professor of Greek Language and Literature. 5. A Professor of French Language and Literature. 6. A Professor of German Language and Literature. 7. A Professor of Spanish Language and Literature. 8. A Professor of History and Belles Lettres. 9. A Professor of Natural History and Physiology. 10. A Professor of Mechanics, Astronomy and Engineering. 11. A Professor of Chemistry and Physics. 12. A Professor of Descriptive Geometry and Drawing. 13. A Professor of Descriptive Geometry and Drawing.

3. FACULTY AND OTHER OFFICERS.

The faculty of the college consisted of the president and professors; the other persons charged with the duty of giving instruction during the year were eighteen tutors and one special instructor in elocution.

The following list shows the names of all persons who were members of the college during the year, and the salaries paid to each of them.

Alexander Stewart Webb, LL. D., President	
Jean Roemer, LL. D., Vice-President and Professor of French Language and Literature	
Augustin José Morales, LL. D., Professor of Spanish Language and Literature	
Gerárdus Beekman Docharty, LL. D., Professor of Mathematics and Secretary of the Faculty	
Charles Edward Anthon, LL. D., Professor of History and Belles-Lettres	
John Graeff Barton, LL. D., Professor of English Language and Literature	
Robert Ogden Doremus, M. D., LL. D., Professor of Chemistry and Physics	
Herman J. A. Koerner, Ph. D., Professor of Descriptive Geometry and Drawing	
Adolph Werner, M. S., Professor of German Language and Literature	
John Christopher Draper, M. D., LL. D., Professor of Natural History and Physiology	
Alfred George Compton, A. M., Professor of Mechanics, Astronomy and Engineering	
George Washington Huntsman, A. M., Professor of Philosophy	

G. Herbermann, Ph. D., Professor of Latin Language and Literature, Librarian	\$4,750 00
Spencer, S. T. D., Professor of Greek Language and Literature.....	4,750 00
Scott, A. M., Professor and Principal of the Introductory Class.....	4,750 00
Arad Sheldon, Ph. D., Tutor in Mathematics....	2,500 00
Fabregou, A. M., Tutor in French	2,500 00
Edwin, A. M. Tutor	2,500 00
Woolf, A. M., Tutor	2,500 00
Donof, A. M., LL. B., Tutor.....	2,500 00
Wald Tisdall, Jr., A. M., Ph. D., Tutor.....	2,500 00
Edward Morrison, A. M., LL. B., Tutor in History and Belles-Lettres.....	2,500 00
Roberts, Jr., A. M., LL. B., Tutor	2,500 00
Wiston, A. M., Tutor in French.....	2,500 00
Stratford, A. M., M. D., Ph. D., Tutor.....	2,500 00
Whipple Fisher, A. M., M. D., Tutor in English..	2,500 00
Ellice Burnet, A. M., Tutor in English.....	2,500 00
G. McGuckin, A. B., Tutor (Sec'y, \$500).....	1,800 00
Sim, A. B., Tutor (Ass't Sec'y, \$250).....	1,800 00
W. C. Gregory, A. B., Tutor	300 00
Edward Lydecker.....	883 83
A. Walworth, LL. B., Tutor in Book-keeping, Geography, etc.....	2,500 00
Hutten, Tutor in German.....	2,500 00
E. Frobisher, Special Instructor in Elocution....	2,000 00
Wilkinson, M. D., Assistant in Laboratory	2,500 00
W. Cana, Deputy Librarian and Register.....	2,000 00
Wolfe, Mechanician.....	700 00
W. Kles, Mechanician.....	700 00
W. H. M. J. M. J., Janitor	1,200 00
W. H. M. J. M. J., Janitor and Engineer	1,200 00
W. H. M. J. M. J., Boy	240 00

4. NUMBER OF STUDENTS.

whole number of students, undergraduates in said college during
r, was:

Number in the introductory class.....	604
Number in the four collegiate classes.....	402
Dismissed from introductory class for various rea- sons.....	212

Left or dismissed from the four collegiate classes for various reasons
 Graduated June 24, 1876.....

During the collegiate year leave of absence was granted to students on the ground of ill health.

5. CLASSIFICATION OF STUDENTS FOR ENSUING

1. In the Senior Class
2. In the Junior Class.....
3. In the Sophomore Class.....
4. In the Freshman Class.....
5. In the Introductory class, Collegiate Course.....
 In the Introductory class, Commercial Course.....
- Total.....

6. ACADEMIC DEGREES.

The following are the names of those who received degrees at the last Commencement:

Bachelors of Arts.—Sampson Oettinger Altmayer, Baldwin, Harry Cammerden Blauvelt, Vernon Mansfield, Erick Frambach, Jr., Herman Frank, Charles Israel Honig, John Ward Hopper, Singleton Husted, William Lyon, Philip Henry Klein, Louis Mahler, Fernando Merokle, Ferdinand Richard Minrath, Benjamin Wood Alfred Powell, Charles Putzel, Harry Semmons Rafe, min Ramsdell, Maurice Rapp, George Blood Smyth, Nathan Ullmann.

Bachelors of Science. — Charles Clearwater, Leo Lewis Simon Goodfriend, Edward Cairns Henderson, George lerith, William Arthur Kay, Max William Kraus, He James Joseph McGowan, William Herbert Mead, Ormsby, 3d, Rufus Henry Park, John Clinton Rhode child, Marcus Stine, Frederick M. Townsend, Henry Albert F. West, Joseph S. Wheaton.

Masters of Arts.—Frederick A. Lyons, A. B., Sam A. B., Adolphus Henry Stoiber, A. B., Seligman J. Stra

7. COLLEGE TERMS.

There were two college terms. The first began on the day of September, and ended on the twenty-eight of second term began on the seventh of February, and twenty-second of June.

8. SUBJECT AND COURSE OF STUDIES.

end of the Sophomore year, students have all subjects of study on, with the exception that the ancient languages up to that studied in the classical course only; the modern in the scientific. beginning of the Junior year, each course becomes essentially and divergent.

dition to the above, there is a postgraduate course of civil ng, and also a short commercial course for such students of the ory class as may desire it, and intend to remain one year only. wing are the subjects studied in each year:

Introductory Students.

the collegiate year the introductory students who pursued the course studied Harkness' Latin grammar (through syntax) and four books of Cæsar's Commentaries, with several exercises in prose composition; Docharty's Algebra through quadratic, and geometry through the first book; linear drawing; natural anatomy and physiology; English prosody, with applications; in Etymology; exercises in poetry and original compositions. fully illustrated with experiments and charts, were delivered light, electricity, galvanism and magnetism.

who pursued the scientific course studied, instead of Latin, Spelling and Pronunciation; Robertson's Grammar; and of Roemer's Polyglot and Elementary Readers.

commercial students pursued French, as above, or German, Ahn's method. Those who chose Spanish, studied Ollendorf's, Morales' Reader and Butler's Phrases; penmanship; book-phonography; Docharty's Algebra, into quadratic equations; nearly through the first book; English in part, as above, and

Freshman Class.

udies of the classical course were Sallust's Jugurtha, Cicero's or the Poet Marcellus, some of the orations against Catiline, rtion of the oration for the Manilian law; Latin grammar, and versification, Greek praxis, and translations from the jests eles, dialogues of Lucian and Æsop's Fables; outlines of uni-tory; geometry, all except the first book; plane-trigonometry uration of surfaces and solids; descriptive geometry, shades, and perspective; anatomy; physiology; hygiene; botany and Fowler's English Grammar, Shaw's English and Tuckerman's Literature; Craik's English of Shakespeare, and Chaucer; nological exercises; and original composition in English.

The scientific course students, instead of Latin and French, French grammar, and translations from Roemer's Reader; a portion of them in Spanish, Spanish grammar, Butler's Phrases, and translations from Iriarte; a portion of them in German, the grammar and selected reader.

Sophomore Class.

In the classical course the studies were Virgil's *Æneid*; Xenophon's *Anabasis* and *Memorabilia*; Herodotus; and Cicero's rhetoric; composition; declamation; outlines of universal history; English synonyms; English literature and system of English composition; spherical trigonometry, surveying, and analytical geometry; drawing from casts, and ornamental and moral science.

The scientific course students, instead of Latin and French, in French, translations from the French reader; Molière's *Gentilhomme*; *Les Femmes Savantes*; Racine's *Esther*; Chatrian's *Conscrit*; translations from English into French; who chose Spanish studied Ollendorf's Grammar, Pizarro's made translations from Quintana and Ascargorta; a portion in German studied Glaubensklee's Grammar and selections from Glaubensklee's and the Bremen Reader.

Junior Class.

In the classical course the studies were Tacitus and his *Satires*; Homer's *Iliad* and *Odyssey* and Demosthenes with Greek prose composition, intellectual philosophy, rhetoric and oratory, universal literature, English language, differential and integral calculus, acoustics, optics, applied chemistry, zoölogy, and blow-pipe analysis.

A portion of the students of the scientific course, in Latin and Greek, studied in Spanish, Salê's Grammar, Moratin's *Don Quixote*, Spanish composition, and translations from Spanish.

A portion studied in German, selections from *Olt* Wallenstein complete.

Senior Class.

The students of the classical course, in addition to Latin, take either French, Spanish or German, as they may elect in senior year, and studied Juvenal, Thucydides, Plato, Aristophanes, with lectures on Greek literature, political Constitution of the United States, international law, spherical astronomy, history of universal literature, c

analytical mechanics, elementary and applied chemistry, and lectures on æsthetics.

Students of the scientific course, who chose Latin, studied Harkness's Latin Grammar, and selections from Cæsar, Sallust, Cicero, and

Students of the classical course who selected French, studied Brown's French Grammar, and Roemer's First and Second French

Students who chose Spanish, studied Ollendorf's Spanish Grammar, and Reader, Butler's Phrases and Quintana.

Students who chose German, studied Whitney's Grammar and Whitney's

Students of the scientific course studied Oltrogge's Reader, Stein, and Whitney's Grammar.

Students of the postgraduate course studied Weisbach's Mechanics, Gillespie's Roads and Railroads, and higher surveying, Roofs and Bridges, Chauveult's Practical Astronomy, Smith's Graphical Drawing and Geodetic Surveying.

9. EXERCISES.

Students of the three higher collegiate classes have regular exercises in composition and oratory. The public exhibitions are four in number: the Junior exhibition, consisting of original orations by members of the Junior class; the prize speaking, consisting of declamations on selected pieces by three members of each of the three highest classes; the debate by members of the two literary societies; and the commencement.

10. EXAMINATIONS.

There are two examinations—one at the close of the first term, at which there is a general review of the several studies, and the other at the close of the year, when students are promoted or rejected. The examinations are partly oral and partly written.

11. MODE OF INSTRUCTION.

Books are used in all departments except that of drawing and the arts, in which the instruction is by lectures and models. In most of the departments lectures are delivered in addition to the lessons learned from the books.

12. DISCIPLINE.

Minor negligence and misbehavior are punished by demerit marks, which lower a student's standing in his class at the end of the term. In more serious cases students are reprimanded by the President, or by the Faculty before the Faculty, and may be suspended, or dismissed.

13. STATUTES OR BY-LAWS.

A copy is transmitted with this report.

14. DESCRIPTION AND VALUE OF COLLEGE BUILDINGS.

The building devoted to the use of the four upper classes of the college contains twenty recitation rooms, two lecture rooms, two drawing rooms, one chapel, one library of three rooms, one laboratory, one office for the president, apartments for the janitor, and several store rooms. The value of the building and grounds is estimated at \$150,000.

The building used by the introductory class contains eleven recitation rooms, an assembly room, a room and office for the principal, and store rooms in the basement. The value of the building and furniture is \$40,000.

The library contains 18,000 volumes of well-selected works; the estimated value is placed at about \$45,500.

A new catalogue is in preparation, and the library is in excellent order.

The repository contains 15,000 volumes of text-books, of which one-fifth are not fit to issue. Estimated value, \$12,000.

Laboratory.

The laboratory is provided with the necessary apparatus of glass and porcelain, and with such chemical preparations as may be required by the professors having charge of the department.

The collection of charts and apparatus illustrating the principles of mathematical, physical and mechanical science is estimated at about \$14,700, and the cabinet of natural history at \$3,000.

The architectural models and casts from the antique used by the drawing department are estimated at \$2,000.

Summary of Estimated Values.

Buildings and ground.....	\$190,000 00
Library.....	59,000 00
Apparatus of all kinds.....	14,700 00
Cabinet of natural history, models, etc.....	3,000 00
Casts, models, etc., in art department	2,500 00
Total.....	<u>\$269,200 00</u>

15. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

Holbrook library fund.....	\$5,000 00
Grosvenor library fund (see account No. 16).....	30,000 00
Pell medal fund.....	500 00
Burr medal fund.....	500 00
Cromwell medal fund.....	500 00

medal fund.....	\$1,000 00
medal fund (a mortgage for).....	1,000 00
medal fund (bond for).....	1,000 00
medal fund	1,250 00
	<hr/>
	\$40,750 00
	<hr/>

16. REVENUES AND EXPENDITURES.

Receipts and expenditures for the purposes of the College of the City of New York, from the 1st of July, 1875, to the 1st of July, 1876:

Receipts.

Balance, 1st July, 1875, per last report.....	\$36,080 36
Amount deposited by the comptroller from the fund for	
to the credit of the trustees	120,000 00
	<hr/>
Total receipts.....	\$156,080 36
	<hr/>

Payments.

Salaries of faculty, etc., July to December, 1875,		
trustees.....	\$42,796 25	
Salaries of faculty, etc., January to July, 1876,		
trustees.....	85,175 84	
	<hr/>	\$127,972 09
Scientific apparatus, etc., 1875, by trustees....	\$64 07	
Scientific apparatus, etc., 1876, by trustees....	1,508 67	
	<hr/>	1,572 74
Expenses to buildings, furniture, etc., 1875, by		
trustees.....	\$4,302 92	
Expenses to buildings, furniture, etc., 1876, by		
trustees.....	904 44	
	<hr/>	5,207 36
Expenses for food and supplies for the students, 1875, by		
trustees.....	\$258 51	
Expenses for food and supplies for the students, 1876, by		
trustees.....	1,754 31	
	<hr/>	2,012 82
Expenses for rentals, printing, stationery, fuel, gas, pub-		
lications, insurance, labor, etc., 1875, by		
trustees	\$2,737 89	
Expenses for rentals, printing, stationery, fuel, gas, pub-		
lications, insurance, labor, etc., 1876, by		
trustees	4,750 31	
	<hr/>	7,488 20
Total payments.....		<hr/>
		\$144,253 21
		<hr/>
Balance in bank		\$11,827 15
		<hr/>

Receipts and expenditures of the Grosvenor fund for the 1st of July, 1876:

Balance on hand 1st July, 1875.....

Interest on bonds and mortgages

Total receipts.....

Payments.

Sundry bills for library books, by executive committee.

Balance in Merchants' National Bank.....

July 1, 1876.

Medal Fund.

Kelly medal: Soldier's bounty bond, No. 41, due 1st November, 1885, 6 per cent

Accumulated interest in bank

Pell medal: Cash for bond and interest accumulated in bank

Statement of the Grosvenor fund, bequeathed by deceased, the interest on which is to be applied for library books:

Cash in Manhattan Savings Bank.....

Bond and mortgage of J. Jennings and J. Brown, interest at 7 per cent

Bond and mortgage of J. R. Brady, interest 7 per cent.

Bond and mortgage of H. & T. O'Calligan, interest 7 per cent.....

Bond and mortgage of Charles Ely, interest 7 per cent.

NEW YORK, *July 1, 1876.*

At a meeting of the board of trustees of the College of the City of New York, held November 8, 1876, it was ordered that the report be properly authenticated by the chairman and board, under the seal of the college, and transmitted to the Regents of the University of the State of New York.

WILLIAM

Chairman of the Board.

I. D. KIERNAN,

Secretary.

RUTGERS FEMALE COLLEGE, NEW YORK CITY.

Regents of the University of the State of New York:

compliance with the requisition of your honorable board, the
s of Rutgers Female College present herewith their annual report,
academic session closing on the 22d day of June, 1876, giving
and true statement of the condition and prospects of the said
during the year.

1. TRUSTEES.

following is a list of the trustees of the college, with their several
of residence:

ards Hall, M. D., Chairman, No. 13 East Sixty-sixth street.
ving Burns, secretary and treasurer, No. 487 Fifth avenue.
b B. Tallman, Esq., No. 28 West Fifty-sixth street.
uel W. Truslow, Esq., No. 34 West Forty-ninth street.
iel L. Sturges, Esq., No. 519 East Eighty-sixth street.
Lyman Cobb, Jr., Yonkers, N. Y.
ard Parker, M. D., No. 41 East Twelfth street.
F. Martin, S. T. D., No. 236 West Fourth street.
rett Clapp, Esq., No. 105 West Fifty-sixth street.
cius S. Hutton, D. D., No. 47 East Ninth street.
n A. Dodge, Esq., No. 249 East Fiftieth street.
H. B. Totten, Esq., No. 240 West Twenty-first street.
iam Campbell, Esq., No. 36 West Eighteenth street.
ard Roberts, Esq., Avenue A, corner of Eighty-fifth street.
mas D. Anderson, D. D., President of the college.

annual meeting of the board was held at the college on January
76. There were present thereat Messrs. Hall, Burns, Clapp, Beal,
e, Martin and Tallman.

er meetings of the board were held during the year on January
eth and twenty-seventh, May eleventh and nineteenth, and June
and nineteenth.

2. COLLEGE FACULTY.

faculty of the college, comprising all persons charged with the
of public instruction therein during the year covered by this
consisted of the following named persons:

mas D. Anderson, D. D., President and Professor of Moral
ophy.

Miss A. W. Farless, Principal and Professor of Math.

Daniel S. Martin, A. M., Professor of Geology and N.

Albert H. Gallatin, M. D. Professor of Chemistry.

Erastus Everett, LL. D., Professor of the Latin and
and Literature.

Miss Blandina Conant, Professor of Rhetoric and E.

Mlle. Louise F. Rostan, Instructor in the French
Literature.

Mrs. Thekla Munt, Instructor in the German Language

Miss Lizzie M. Burns, Department of Fine Arts.

Miss Mary E. Oley, Assistant to the Lady Principal.

Miss Olivia J. Burns, A. M., Principal of Academic

Mlle. Louise Marcet, Assistant Teacher in French.

Miss Florence Hill, Instructor in Vocal and Instru-

The following gentlemen took part in the work of the
or special instructors:

Henry N. Day, LL. D., in the Department of Logic.

Rev. B. N. Martin, S. T. D., in the Department of N.

Rev. George W. Samson, D. D., in the Department of

The other officers or servants of the college, engaged
were a janitress and a fireman.

3. NUMBER OF STUDENTS.

The whole number of students in the undergraduat
college during the year, covered by the present repo
(55). Six of these left during the latter part of the se
reasons. In addition, there were six special students
term, and sixteen pupils in the lower divisions of the i
a total of seventy-seven (77). Eleven of these were s
art school.

The number of graduates at Commencement, whic
June 22d, 1876, was six.

The whole number of graduates of the college is
of the institute, during the years prior to 1870, four hun
(412), making in all four hundred and seventy-five (475)

4. CLASSIFICATION OF STUDENTS.

The following is the distribution of the above-mentio
ate students, by classes:

Seniors
Juniors
Sophomores

Freshmen.....	14
Sub-collegiate	14
	<hr/>
	55
Special students	6
Academic pupils.....	16
	<hr/>
Total.....	<u>77</u>

5. COMMENCEMENT EXERCISES.

The following is a copy of the scheme of exercises at the last Commencement, held in the Church of the Disciples, on Madison avenue, on the evening of June twenty-second.

ORDER OF EXERCISES.

Prayer.

ORGAN SOLO	Prof. Laurent.
HORUS — "Centennial Hymn," Dedicated to the Class of '76	
	Members of Singing Class.
ORATIO SALUTATORIA.....	Miss Ward.
ESSAY — Women of Culture.....	Miss Edwards.
INSTRUMENTAL DUO — "Poet and Peasant," <i>Suppe</i> , Misses Scribner and Ward.	
FRENCH ESSAY — <i>Etre et non Paraitre</i>	Miss Van Benschoten.
ESSAY — Sheaves	Miss Ward.
HORUS — "Greeting,"	<i>F. Mendelssohn</i> .
GERMAN ESSAY — <i>Das Leben Martin Luthers</i>	Miss Scribner.
HORUS — "Une Belle Nuit," <i>Gounod</i>	Members of Singing Class.
ESSAY — Then and Now.....	Miss Stephens.
INSTRUMENTAL DUO — "At Full Speed," <i>Kowalski</i> ..	Misses Scribner and Ward.
ESSAY, WITH VALEDICTORY ADDRESS — Manifestations of God in Natural Science	Miss Preble.
AREWELL SONG.	

Conferring of Degrees.

DOXOLOGY.

Benediction.

The degrees conferred were as follows:

Artium Baccalaurea. — Grace Rosamond Preble, Florence Augusta Ward.

Litterarum Baccalaurea. — Harriette Helen Edwards, Belle Scribner, Katharine Ida Van Benschoten.

Honorable Testimonial for a partial course. — Maud Stephens.

Degrees were conferred *honoris causa*, on the following persons:

LL. D. on Hon. Edwin D. Morgan, of New York city.

A. M. on S. Lizzie Post, graduate of Rutgers Institute in the class of 31.

A. M. on Olivia J. Burns, graduate of the Institute in the class of 34.

6. COLLEGE TERMS.

The academic year was divided, as usual, into two terms; these began September 29, 1875, and ended February second; the second began February sixteenth, and ended on Commencement June 22, 1876.

Studies were remitted throughout the institution on the following days: November second (Election day); November twenty-sixth (Thanksgiving day and the one following); December twenty-fourth to January third inclusive, second, April fourteenth and seventeenth (Good Friday and the following Monday); and May thirtieth (Decoration day).

The calendar for the current year gives the following: term begins September 27, 1876; Christmas recess begins December 1876; day of prayer for colleges, January 25, 1877; session begins February 14, 1877; Commencement June 20, 1877.

7. COURSE OF STUDY.

Since presenting the last annual report, the curriculum has been revised, and made more specific than before. The course of studies is as follows:

Freshman Year.

First term. — Algebra, Loomis' treatise; Latin, Cicero; English literature, Shaw's outlines; ancient history, Gibbon; French, Noel et Chapsal *Abrégé de la Grammaire Française Universelle* (*Abrégé*); physics, mechanical; German, elective; English composition.

Second term. — Algebra, Loomis' treatise; Latin, Cicero; English literature, Shaw's outlines; ancient history, Gibbon; French, grammar (as above), *analyse grammaticale*, France; physics, sound and light; German, elective; English composition.

Sophomore Year.

First term. — Algebra continued; Latin, *Æneid*; Arnold's Prose; history of literature, Schlegel's lectures; French, Noel et Chapsal, *Grammaire Française* (unabridged), Exercise, *année*, commenced, "Pourquoi et Parceque;" history, Gibbon; physics, heat and electricity; German, elective; Greek, composition.

Second term. — Algebra, concluded; Latin, *Æneid*; Arnold's Prose; history of literature, Schlegel's lectures; Tytler's mediæval; chemistry, theoretical and descriptive.

elective; Greek, elective; English composition; French, Noel et Chapsal (as above), Histoire du Moyen age.

Junior Year.

First term. — Geometry, Loomis or Davies' Legendre; Latin, Sallust, Jugurtha; history of literature, Schlegel, continued; history, Tytler's modern; French, Noel et Chapsal, Grammaire Française, unabridged, Exercices de Seconde Année, analyse grammaticale, Littérature Ancienne; chemistry, organic and applied; German, elective; botany elective; Greek, elective; English composition.

Second term. — Geometry, Loomis, or Davies' Legendre, completed; Latin, Virgil, eclogues; history of literature, Schlegel, completed; physiology, Loomis; French, Noel et Chapsal (as above), exercices de seconde Année, finished, mythologie de tous les peuples, synonymes; history, Tytler's, modern, completed; botany, elective; German, elective; Greek; English composition.

Senior Year.

First term.—Trigonometry, Loomis, plane and spherical; Latin, Horace, Odes and Ars Poetica; rhetoric, Blair's, university edition; moral philosophy, Wayland; French, Noel et Chapsal Traité sur les Participes, littérature contemporaine, Guizot, Histoire de la Civilisation, commenced; Geology, Dana; German, elective; Greek, elective; lectures on history and criticism of art.

Second term. — Astronomy, Loomis; Latin, Cicero, Lælius or Cato Major; rhetoric, Blair; mental philosophy; French, analyse logique (Noel et Chapsal), Histoire de la Civilisation, finished, exercises in reading, translation, dictation, composition and committing selections to memory during both terms of each year; geology, Dana; German, elective; Greek, elective; lectures on evidences of Christianity.

During the year covered by this report the principal work done by the several classes was the following:

Senior Class.

In mathematics all the class used Davies' work in plane and spherical trigonometry, going through quadrantal triangles. Recitations occurred twice a week through both terms, and the class were thoroughly drilled, and required to work out every problem in full.

In geology all the class went through the customary study of the Senior year in this department substantially as described in former reports. The basis was a recitation, thrice a week, during the greater part of both terms, in Dana's text-book, second edition. This was largely supplemented by lectures and extended illustration, for which

latter purpose, in addition to the cabinets at the college, made of the collections of the professor, and of those of the Mines of Columbia college. The book used was studied.

In Latin only two of this class were regularly engaged in course students, though a third was with them during the winter. Recitations were held three times a week during the term. The work done comprised the third and fourth books of the orations of Cicero contra Catilinam, together with Arrian's composition through page 93, and a considerable amount of work upon Latin syntax, etc., under the direction of the professor.

In French four of this class, together with two Juniors, were engaged as follows: The latter part of Noel and Chapsal's Grammar, including Exercices de Cacographie, and Grammaire Analytique. They translated from English into French the Christmas carol, and prepared a composition every two weeks. They read the whole of Guizot's Histoire de la Civilisation, and gave a lecture every week to the reading of selections from the best authors of the period, from the renaissance to the beginning of the present century.

In German, which is an optional study, two of the Juniors had recitations three times a week during the term, in both terms. They studied from irregular verbs on the first part of Otto's Conversations-Grammar, translating the exercises appended to the work, and all the exercises, and reading Hans Andersen's Fairy Tales.

In moral science, the president held two recitations every week in class, at which all the members attended. The text-book used was Wayland's, which was studied and reviewed in full every week. Most of those of the Senior class, continued through the term.

With one exception, the members of this class had no study of chemistry, as is usually expected, in their preparation for the Senior class, therefore, an additional, but required, work. Five of the Senior class, therefore, attended throughout the first term. The Juniors, and went thoroughly over the ground described under the studies of the latter class. During the second term, a part of them took some added work in chemistry, to become familiar with the principles of the "modern" chemical nomenclature.

During the latter portion of the year, the whole class attended a but valuable course in logic, under the charge of Professor Day. Professor Day introduced his newly-published "Praxis," and carried the class through it, with two recitations during the spring months.

The Senior and Junior classes together attended a

on evidences of Christianity, delivered by Dr. B. N. Martin, University of the City of New York. This course also occupied part of the session.

The classes were united in attendance upon a series of lectures by G. W. Samson, D. D., on the history and criticism of art. It occurred in like manner weekly, during a part of the first term, from Thanksgiving until February.

If this class pursued through the year an additional course of the history of art, in a weekly lesson under Mdlle. Rostan. This, which was conducted partly in French, was based upon questions assigned to the class, requiring study and consultation of standard works on the history and development of art, among which may be specified Samson's History and Criticism, Huntington's History of Art, and Lord's Old Roman World.

Junior Class.

The Junior class, with the Seniors above referred to, pursued the study of chemistry during the first term. Recitations occurred three times a week before Thanksgiving, and twice afterward, until March. The text used was Rolfe and Gillett's Elements (Cambridge course, 1880 edition), and the ground gone over was the whole of the latter with the appendix, comprising the chemistry of the atmosphere, fermentation, destructive distillation, respiration, vegetable growth, the general theory of organic chemistry, descriptive organic chemistry in its relation to the useful arts, etc., and, in the appendix, spectroscopy, and photography.

In literature, all the Junior class used the work of Schlegel (Bohn's edition) during both terms, reciting to Miss Conant twice a week. The portion studied was that relating to mediæval and modern history, and the work was finished and reviewed prior to examination. In history, all the class but two studied through those portions of the work relating to mediæval and modern history. Recitations occurred three times a week, in both terms, by Miss Conant, alternating by day with those in the history of literature, just referred to. The text used was that of Claxton, Remsen & Haffelfinger, of Philadelphia.

Five members of this class, and two from the Senior, studied rhetoric (University edition of Blair), going through the whole work in recitations weekly, during both terms.

In geometry, three of this class, and three from the Senior (who were also) studied Davies' Legendre through both terms, reciting twice a week during the first, and four times a week during the second. They read and reviewed nine books, the entire work.

The French students of this class were divided between the Senior and Sophomore classes, and are referred to there; and also in Latin and German, most of the Juniors who pursued these languages were associated with other classes.

Sophomore Class.

In the department of literature, all the class used Schlegel's lectures (Bohn's edition) with Miss Conant, during the year, reciting three times weekly. The portion of the work studied during this time was that relating to ancient literature.

In history, the Roman period was studied, from the work of Tytler, same edition as that used in the Junior class. Recitations alternated with those in the history of literature, occurring twice a week through both terms, and were attended by all the class.

In mathematics, eight of this class, and four from the Juniors (who were behindhand) studied Loomis' Treatise, reciting three times a week in both terms. The ground gone over extended from the 109th to the 200th page, and the principal parts of the chapters on ratio and proportion, and the Binomial Theorem.

All the class, save two, took up Cooley's Natural Philosophy, begun during the previous year, and starting with heat, chapter VII, finished the book and appendix during the first term, reciting three times a week. They then took up chemistry (Rolfe and Gillett's elements, ninth edition) in the second term, thrice a week, and studying the theoretical portion with special care, went to about the middle of the work, to metals. In this branch, care is taken to drill the students to a thorough comprehension of the principles of the modern chemistry, which, as an abstract study, may be deemed to have a disciplinary value scarcely inferior to mathematics.

In French, all but one of this class, with four members of the Junior class, studied together for both terms, four days in the week. They used the larger French Course of Fasquelle, entire, read the *Sous la Neige* of Madame Foa, and practiced translating from English into French and the study of selected extracts, under the direction of the teacher. French conversation was made a separate exercise, in which the several classes were for the most part united, on two days of each week.

In Latin, the first four books of the *Æneid* were thoroughly studied and reviewed, and daily exercises and practice-lessons were given by the professor, Dr. Everett. Six of the class were united in Latin; and two were less advanced, but subsequently made up their grade with the others.

Freshman Class.

All the members of this class studied English literature (Shaw's outlines) throughout the year. Recitations occurred thrice a week, and the whole book was gone over. In addition, and as a part of the course, the class read carefully from the leading English poets, using for this purpose the Clarendon Press series of texts. The parts thus studied were Chaucer's Prologue and Knight's Tale; Spenser's Faery Queen, book first; the Merchant of Venice and Macbeth, from Shakspeare, and selected extracts from Milton.

In history the work of Tytler was employed (edition previously mentioned), the class reciting three times weekly through both terms. The portion completed extended to the Roman conquest of Greece. All the class were together in this department.

In physics the whole class used Prof. Cooley's text-book, beginning it with the year, and going as far as heat, chapter VII. Recitations were held twice a week in the first term and thrice in the second.

Algebra was studied by nine members three times a week in both terms. Loomis' Treatise was used, and the class finished the first eight chapters.

In Latin eight of this class, with two from other classes, used Andrews and Stoddard's Reader to Roman History, with grammatical reviews and exercises daily.

Four of this class, with two others, used Ahn's German Grammar as an optional study, going over about half the book, reciting thrice a week.

8. EXERCISES.

All the classes are required to present English compositions usually once a fortnight. These are examined and corrected by the professor of English literature and belles-lettres. A general exercise in French conversation was held twice each week, and the writing of French, German, and Latin, enters more or less into the regular course in each of those departments.

9. EXHIBITIONS AND PRIZES.

Besides the annual Commencement, and the exercises of class-day, there were two public occasions held during the year. One of these was the usual exhibition given prior to the Christmas recess by members of the two lower classes. This was held on December 23, 1875, in the college chapel, and comprised rhetorical and literary parts in French, German, Latin, and English, with vocal and instrumental music by members of the two classes. The other occasion was a concert given by students from all but the Senior class, on the evening of April 28, 1876. The programmes of these two exhibitions are transmitted herewith.

There are no prizes given in the institution, save a first and a second

honor-certificate in the art school, which are awarded at each Commencement, on the report of a committee of artists from the National Academy of Design.

Those who received these awards at the Commencement of 1876 were the following, both for fine crayon drawings from casts:

First honor, Minnie R. Child, of Hoboken, N. J.

Second honor, Amalia Booss, of New York city.

These students were both members of the Junior class.

10. EXAMINATIONS.

All the classes are required to pass examinations on the regular studies of the session, and generally on all optional studies. No student was allowed to pass on until her examinations of the previous year were either passed or made up afterwards.

"Examination week" occupies the full week prior to that of Commencement, at the close of the year. There is also a half-yearly series of examinations at the close of the first term. These, however, do not always occur, where the same text-book or subject extends through the whole year.

As regards entrance examinations, the question as to whether an applicant shall be admitted or remanded to the sub-collegiate class, in case of defective preparation, is decided by the faculty upon the merits of the particular case. Such students may be allowed to enter upon condition, if the general attainment, capacity, and age, of the applicant give promise of successful and profitable work in the college course.

11. MODE OF INSTRUCTION.

The methods pursued in giving instruction are the same as have been described in former reports; the text-book usually employed as a basis, and a basis only, for the class-room work. Illustration, elucidation, and free exchange of inquiry and response are constantly employed. The courses of lectures given, as such, have been mentioned under head 7.

12. GOVERNMENT AND DISCIPLINE.

The system previously described has been in continued operation, without change in any essential feature. Each recitation receives a mark, and these are averaged for grade in that particular study; while the average of these several grades gives a general scholarship standing. Such a report is sent quarterly to the parent or guardian of each pupil. Moral influence on the part of the faculty, and in exceptional cases appeal to the parents, are found all sufficient in the enforcement of proper discipline.

13. GRATUITOUS AID.

No specific provisions exist for affording aid to indigent students. If worthy and capable, however, the trustees are always ready to arrange such terms as may be judged wise or needful, in order to help and encourage such persons. Cases of this kind occur frequently and are considered privately by the executive committee of the board.

14. REGULATIONS.

All regulations necessary for the proper administration of the institution are adopted by the faculty, as occasion may arise.

15, 16. BUILDINGS, ETC.

As stated in previous reports, the college is still occupying, as lessee, the property, both real and personal, formerly owned by it, on Fifth avenue.

17. DEBTS.

Having no other source of revenue than from tuition, the debts outstanding have not been materially decreased.

18. REVENUE.

Receipts during the year from tuition	\$10,149 05
	<hr/> <hr/>

19. EXPENDITURES.

Salaries paid professors and teachers.....	\$5,525 00
Rent	3,667 50
Fuel and other expenses.....	956 55
	<hr/>
	\$10,149 05
	<hr/> <hr/>

20. COST OF TUITION.

Tuition in the college classes is \$200 per year, with a charge of ten dollars for incidental expenses; a graduation fee of fifty dollars is charged in addition. Special students pay ten dollars per quarter for each distinct study.

In the sub-collegiate class, the expense is \$175 per year. In the academic school, it ranges from \$100 to \$150, according to the age of the pupil.

For music and art studies, there are separate charges, as follows, per quarter of ten weeks: Piano or organ lessons, twenty dollars; singing lessons, the same; singing, in classes, ten dollars; oil painting, twenty-five dollars; drawing, fifteen dollars. In the sub-collegiate and academic classes, lower rates are charged for drawing.

21. RECAPITULATION.

Number of collegiate courses	2
Number of professors and teachers	16
Number of students	77
Number of graduates at the last Commencement.....	<u>6</u>

22. REMARKS.

It is with pleasure that the newly-arranged course of study is herewith presented, and the announcement made that it is at present in successful operation in most of its particulars, though not yet completely in all. The post-graduate course of studies, also, which has been referred to occasionally in previous reports, as a matter of hope and purpose, has now taken a more positive form, and it is expected that it will be in operation, at least in part, at an early period in the present year (1877). A preliminary schedule has been drawn up by the faculty, and approved by the board, and students are already preparing to enter upon it very soon.

This report was presented at the annual meeting, held January 8th, 1877, and the undersigned were appointed to sign and transmit it, in the usual manner.

EDWARDS HALL,

Chairman of the Board.

J. IRVING BURNS,

Secretary and Treasurer.

XXI. WELLS COLLEGE, AURORA, N. Y.

Regents of the University of the State of New York:

Trustees of Wells College, in compliance with a requisition of the Regents of the University, submit the following report for the last year, ending on the 21st day of June, 1876, the day of the Commencement, containing a just and true statement of the progress and condition of said college during the year:

1. TRUSTEES.

Henry Wells, Esq., Aurora.
 Charles H. Wells, Esq., New York.
 Edwin B. Morgan, Aurora.
 Talmadge Delafield, Esq., Aurora.
 William H. Bogart, Esq., Aurora.
 Lewis H. Morgan, Rochester.
 Frederick W. Seward, Peekskill.
 Jonathan B. Condit, D. D., Auburn.*
 Charles J. Folger, Geneva.
 John Scott Boyd, Esq., New York.
 Charles B. Sedgwick, Syracuse.
 Henry Foster, M. D., Clifton Springs.
 S. Irenaeus Prime, D. D., New York.
 Henry Morgan, Esq., Aurora.
 Ward B. Judson, Esq., Syracuse.
 James Sheldon, Buffalo.
 Edward S. Frisbee, A. M.

The last annual meeting of the board of trustees was held on the 20th of June, 1876, at which were present the following trustees, viz. Henry Wells, E. B. Morgan, Henry Morgan, L. H. Morgan, S. I. Prime, and Talmadge Delafield.

2. FACULTY.

Edward S. Frisbee, A. M., President, Mental and Moral Science, Natural and Biblical Literature.
 E. E. Johnson, Lady Principal, Political Science, Natural History.
 Wendell Lamoroux, A. M., English Literature, French.
 Edward L. French, A. M., Registrar, Natural Science, Latin.
 Eliza Corwin, Mathematics.

* Deceased.

Laura M. Strong, History, English Language.

Madame Victoire Cohen, Drawing and Painting, French.

Max Piutti, German Language and Literature, Instrumental Music.

Frederick A. Bohlman, Instrumental Music.

Mrs. Elizabeth W. Merrill, Vocal Music.

William A. Anthony, Ph. B. (Professor of Physics and Industrial Mechanics in Cornell University), non-resident Professor of Physics.

3. NUMBER OF STUDENTS.

Whole number in all departments.....	71
Collegiate department.....	44
Academic department.....	22
Music only.....	5
Graduated June 21, 1876.....	2
Whole number of graduates since organization of the college....	32
Maximum age of undergraduates.....	21
Minimum age of undergraduates.....	15
Average age of undergraduates.....	19
Maximum age of graduates.....	19
Minimum age of graduates.....	19
Average age of graduates.....	19

4. CLASSIFICATION OF STUDENTS.

Senior class.....	2
Junior class.....	13
Sophomore class.....	13
Freshman class.....	16
Whole number of collegiate students.....	44
Academic or preparatory department.....	22
Students of music only.....	5
Total.....	71

5. COMMENCEMENT EXERCISES.

WELLS COLLEGE, AURORA, N. Y.,

WEDNESDAY, JUNE 21, 1876, AT 11 A. M.

"Remis velisque."

PROGRAMME.

MUSIC.

Prayer,

ADDRESS OF WELCOME..... The Founder.

MUSIC.

ESSAY — "Tears"..... Christine H. Meday.

MUSIC.

Conferring of Degrees.

ESSAY—"After a Century;" with Valedictory..... Emma Paige Eells.

MUSIC.

ADDRESS TO THE GRADUATES..... Rev. S. Irenaeus Prime, D. D.

DOXOLOGY.

Benediction.

The degree of A. B. was conferred upon Emma Paige Eells; the degree of M. P., Mistress of Philosophy, was conferred upon Christine H. Meday.

6. COLLEGE TERMS OR SESSIONS.

The college year of 1875-6 began September 8, 1875, and ended June 21, 1876, comprising a period of forty-one weeks, inclusive of vacations. The year was divided into two semesters, the first, twenty weeks, ending January 25, 1876; the second, twenty-one weeks, beginning January twenty-sixth, and ending June twenty-first.

There were two vacations during the year, the first beginning December 21, 1875, and ending January 4, 1876; the second, a recess, beginning March thirty-first, and ending April eleventh. The annual Commencement occurred on the twenty-first day of June.

Calendar for 1876-7.

1876.

September 12, 13. Tuesday and Wednesday. Entrance examinations.

September 14. Thursday. Recitations begin.

December 12. Tuesday. Founder's day.

December 21. Thursday. Winter holidays begin.

1877.

January 4. Thursday. Session resumed.

February 7. Wednesday. Second semester begins.

February 7. Wednesday. Entrance examinations.

February 22. Thursday. Washington's birthday.

June 17. Sunday. Baccalaureate sermon.

June 19. Tuesday. Annual meeting of the trustees.

June 20. Wednesday. Commencement.

7. SUBJECTS OR COURSE OF STUDY.

Academic Studies.

First year. — Mathematics, arithmetic, beginning at percentage; Latin, grammar and lessons; history, history of the United States; English, English grammar and composition.

Second year. — Mathematics, arithmetic completed; algebra to simple equations; Latin, Cornelius Nepos, or Cæsar, four books, with prose

composition; history, ancient history; physical geography; French, Otto's grammar, part I; Echo Français, translation with conversation on lesson; English composition.

Collegiate Studies.

Freshman year. — First semester: Mathematics, algebra, beginning at simple equations; Latin, Virgil, with metrical analysis; French, Otto's Grammar; *Doigts de Fée*; conversation in French continued during the entire course; zoology and physiology. Second semester: Mathematics, algebra completed; Latin, Virgil, with mythology; French, Otto's Grammar; *Poudre aux Yeux*; botany.

Sophomore year. — First semester: Mathematics, geometry, books I-IV; natural philosophy; rhetoric; Latin, Cicero's orations, with prose composition; Greek, grammar and lessons; French, *Le Cid*; German, Otto's Grammar, oral and written exercises. Second semester: Mathematics, geometry completed; civil government; rhetoric; Latin, Livy, with prose composition; Greek, Xenophon's *Anabasis*; French, *Athalie*; German, Otto's Grammar, *Evan's Reader*.

Junior year. — First semester: English literature and history; Chemistry, inorganic; Latin, Horace, *Odes* and *Ars Poetica*, with metrical analysis; Greek, Xenophon's *Anabasis*, or *Memorabilia*; French, Pylodet's *Littérature Contemporaine*; German, Anderson's *Bilderbuch ohne Bilder*; syntax; written exercises and conversation in German. Second semester: English literature and history; mathematics, trigonometry; Chemistry, organic and analytical; Latin, Tacitus; Greek, Homer; French, Pylodet's *Littérature Contemporaine*; German, Plœnnie's *Prinzessin Ilse*; syntax; written exercises and conversation in German.

Senior year. — First semester: Mental science and logic; astronomy; political economy; Greek, Demosthenes; German, Goethe's *Egmont*; Longfellow's *Hyperion*; conversation. Second semester: Moral science; evidences of Christianity; geology and mineralogy; history of civilization; Greek, New Testament; German, Schiller's *Jungfrau von Orleans*; conversation and composition in German; English composition, special attention is given to English composition during the entire course of instruction; elocution, all who desire it have opportunity for thorough and systematic training in the principles and practice of elocution; languages, the languages taught in the regular course are Latin, Greek, French and German. In both the classical and scientific courses three years of Latin and two of French are required. From the beginning of Sophomore year classical students elect Latin or Greek; scientific students, French or German. Those who begin German or Greek will continue the study for the full time specified in the course.

8. EXERCISES.

The classes in both the academic and collegiate departments had, during the year, weekly exercises in English composition, with frequent recitations which were criticised in the presence of, and by the class themselves.

During the first semester general exercises in arithmetic, geometry, physics, grammar and spelling were required of all the students once a week. Drill in the principles and practice of elocution was given to the senior classes twice a week during the year.

9. EXHIBITIONS.

Public exhibitions during the year were founder's day, a soiree musicale at the end of each semester, the annual address before the Literary Society and Commencement day exercises.

10. EXAMINATIONS.

Entrance examinations were held at the beginning of the year, according to which applicants were classified. None were absolutely rejected, but if they did not come up to the requirements of the catalogue, special preparatory classes were organized.

Written examinations were held at the end of each semester during a number of days sufficient to include all the studies pursued during the semester. In determining a student's standing, or fitness for graduation, the record for the examination had equal weight with the average record of daily recitations for the period covered by the examination.

11. MODE OF INSTRUCTION.

Text-books were used by all the classes, but they were largely supplemented by lectures of which notes were taken for subsequent examination, and by the use of reference and other books, especially in the natural and physical sciences, English literature, history, political economy, mental and moral science.

12. DISCIPLINE.

The administration of the college proceeded upon general principles rather than according to a fixed code of rules.

A record of daily recitations and other exercises pertaining to the regular course of study was kept, and the result given to the student at the end of each month. The average record of each semester, together with the record of examinations formed the basis of class standing, and was transmitted to the parent or guardian at the end of the semester.

As a rule no record of deportment is kept, but deportment is considered of great weight in determining a student's fitness for graduation, and is a matter of importance in the college.

No serious case of discipline occurred during the year.

13. GRATUITOUS AID.

The college has no provision for affording gratuitous aid to needy students.

14. STATUTES OR BY-LAWS.

The by-laws of the college remain the same as reported last year.

15. DESCRIPTION AND VALUE OF BUILDINGS, ETC.

The college buildings consist of the college proper, the president's house, which was presented by the founder, Henry Wells, Esq., during the year, gas, building and ice-house. All are in good repair, except the president's house, which is not yet occupied.

Present value of college edifice, including building for gas, water-works and ice-house.....	\$200,000 00
President's house with twelve acres of land.....	10,000 00
Land originally given by the founder (twenty-two and one- half acres).....	25,000 00
	<hr/>
	\$235,000 00

16. OTHER COLLEGE PROPERTY.

Library	\$2,000 00
Apparatus and cabinets	5,000 00
Furniture and fixtures.....	10,600 00
Musical instruments.....	4,500 00
Educational endowment fund	100,000 00
	<hr/>
	121,000 00
	<hr/>
Total real estate and other property.....	\$356,500 00
	<hr/>

17. DEBTS.

Bond and mortgage on college edifice.....	\$10,000 00
Bond and mortgage on president's house	2,000 00
Floating debt.....	6,397 20
	<hr/>
Total indebtedness.....	\$18,397 20
	<hr/>

18. REVENUE.

Amount for board and tuition, including unpaid bills con- sidered collectible	\$22,854 50
Interest from permanent fund.....	7,000 00
Notes at bank.....	4,989 58
Overdraft of bank account.....	1,407 62
Profit from sales of books and stationery.....	98 64
	<hr/>
Total revenue	\$36,350 34
	<hr/>

19. EXPENDITURES.

Salaries	\$11,378 29
Interest paid during year.....	489 85
Repairs of college property.....	2,486 25
Fuel and light	1,729 59
Wages	4,455 65
Provisions	9,998 78
Insurance.....	350 00
Note at bank of last year.....	3,000 00
Sundries from profit and loss account	2,511 93
Total expenditure.....	<u>\$36,350 34</u>

20. SUMMARY STATEMENT.

Number of collegiate departments or courses of study —	
classical, scientific	2
Acting professors (including president).....	3
Instructors other than professors.....	8
Collegiate students, classical	14
Collegiate students, scientific	30
Graduates at last Commencement, classical	1
Graduates at last Commencement, scientific	1
Graduates from organization of institution.....	32
Value of college grounds and buildings.....	\$235,000 00
Value of library	2,000 00
Value of apparatus	5,000 00
Other college property	114,500 00
Total value of college property.....	356,500 00
Revenue for last collegiate year	36,350 34
Expenditure for last collegiate year.....	36,350 34
Amount of debts	<u>18,397 20</u>

21. PRICE OF TUITION.

Board, furnished room, fuel, light, washing and tuition in any or all the studies of either regular course were included in one general charge of \$400 for the collegiate year of forty weeks. For drawing, painting and music an extra charge of eighty dollars each per annum was made.

In behalf of the board of trustees respectfully submitted.

E. S. FRISBEE,
President of the College.

T. DELAFIELD,
Treasurer.

XXII. SYRACUSE UNIVERSITY, SYRACUSE, ONONDAGA COUNTY.

To the Regents of the University of the State of New York :

The trustees of the Syracuse University, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 27th day of June, 1876, being the day of the annual Commencement, containing a just and true statement of facts showing the progress and condition of the College of Liberal Arts and the College of Fine Arts, of the Syracuse University, both being intimately connected, and holding their exercises in the same building and at the same time.

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said colleges established by the trustees, bear the following names:

1. English Language and Literature. 2. Mathematics. 3. Greek and Ethics. 4. Chemistry and Physics. 5. History and Logic. 6. Latin Language and Literature. 7. Modern Languages and *Æsthetics*. 8. Geology, Zoology and Botany. 9. Painting. 10. Architecture.

A professor has the charge of each of the above professorships and devotes to it all his time, except in the case of the last two, instruction in which is given by men who devote some of their time to other pursuits. There are also two adjunct professors and several persons, not incumbents of professorships are employed to give instruction.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

The following is a list of the trustees of the Syracuse University, having the care not only of the two colleges reports of which are here given, but also of the Medical College, with their respective places of residence:

Ex-officio.

His Excellency, Samuel J. Tilden, Governor of the State.

His Honor, William Dorsheimer, Lieutenant-Governor.

Hon. Neil J. Gilmour, Superintendent of Public Instruction.

Hon. Sanford E. Church, Chief Justice of the Court of Appeals.

Rev. E. O. Haven, D. D., LL. D., Chancellor of the University.

Elected by the Board.

	Term expires.
Charles Andrews, Syracuse	1876
B. Fitch, Esq., Syracuse.....	1876
Moni I. Ives, Auburn	1878
George F. Comstock, LL. D., Syracuse	1878
House, Esq., Syracuse	1878
Bishop Jesse T. Peck, D. D., Syracuse.....	1880
James J. Belden, Syracuse	1880
A. Howlett, Esq., Syracuse.....	1880

Elected by the Alumni Association.

Prof. J. D. Steele, A. M., Ph. D., Elmira.....	1876
James H. Hoose, A. M., Ph. D., Cortland	1878
Slee, A. M., Esq., Elmira.....	1880

Elected by Conferences of the Methodist Episcopal Church.

Central New York conference:

W. C. Huntington, D. D., Syracuse	1875
Samuel W. Bristol, D. D., Ithaca.....	1877
W. Porter, M. D., Geddes.....	1879
David Decker, Elmira	1879

New York conference:

Samuel Flack, A. M., Ph. D., Claverack.....	1875
V. Stout, Esq., New York.....	1877
William H. Ferris, D. D., New York.....	1879

New York East conference:

Stephenson, Esq., New York.....	1875
Martin, Esq., Brooklyn	1877
George Lansing Taylor, D. D., New Haven, Ct.....	1879

Western New York conference:

L. Stewart, Esq., Lowville.....	1875
William Ives, Watertown.....	1877
C. Bruce, A. M., Utica.....	1879
Samuel Remington, Esq., Ilion.....	1879

Albany conference:

P. Easton, Esq., Albany.....	1875
Samuel E. King, D. D., Ph. D., Fort Edward	1877
William A. Wilson, A. M., Saratoga	1879

Northern New York conference:

William Loway, Esq., Buffalo	1875
B. Wentworth, D. D., Le Roy	1877

	Term expires.
Francis H. Root, Esq., Buffalo	1879
Ezra Jones, Esq., Rochester	1879

Wyoming conference:

Hon. H. G. Prindle, Binghamton	1875
Rev. W. H. Olin, Wilkesbarre, Pa.	1877
Rev. H. R. Clarke, D. D., Binghamton	1879

The last annual meeting of the board was held on the 17th day of June, 1876, at which the following trustees were present: David Decker, E. O. Haven, D. W. Bristol, W. H. Ferris, A. A. Howlett, W. W. Porter, B. I. Ives, R. M. Bingham, T. B. Fitch, J. J. Belden, J. D. Steele and D. W. C. Huntington. A meeting of the trustees was also held on the 4th day of January, 1876.

The Faculty of said colleges of Liberal Arts and of Fine Arts of the Syracuse University, with all persons charged with the duty of giving instruction therein during the said year, were as follows: A chancellor, a dean of the college of Fine Arts, six professors, two adjunct professors and five instructors. The other officers or servants of said colleges were one general agent, and one janitor.

The names of the several persons holding offices or places in said colleges of the Syracuse University during said year were:

E. O. Haven, D. D., LL. D., Chancellor and Professor of the English Language and Literature	\$5,000
John R. French, LL. D., Professor of Mathematics	2,500
W. P. Coddington, A. M., Greek and Ethics	2,500
Rev. John J. Brown, A. M., Chemistry and Physics	2,500
Rev. Charles W. Bennett, D. D., History and Logic	2,500
Heman H. Sanford, A. M., Ph. D., Latin Language and Literature	2,500
Geo. F. Comfort, A. M., Dean of College of Fine Arts, Professor of Modern Languages and Æsthetics	2,500
Alexander Winchell, LL. D., Geology, Zoology, Botany	1,000
John H. Durston, A. M., Ph. D., Adjunct Professor of Modern Languages	1,500
W. Locke Richardson, A. M., Instructor in Elocution	1,000
Frank Smalley, A. M., Adjunct Professor of Geology, Zoology and Botany	900
A. Russel, B. A., Instructor in Architecture	Fees.
Ward V. Ranger, Instructor in Photography	Fees.
E. E. Van De Warker, M. D., Artistic Anatomy	Fees.

3. NUMBER OF STUDENTS.

The number of students, undergraduates in said colleges, during said year was	175
Left college during the year	25
At close of the year	<u>150</u>

The whole number of graduates at the annual Commencement, held June 22, 1876, was forty-nine.

The number of students in said colleges during said year, who were not undergraduates, was twenty-three. About twenty were engaged more or less in teaching, and fifteen of the graduates intend to follow teaching as a profession, five the ministry, five the law; others are undecided. None were under the age of twenty-one on graduation, and the oldest was thirty.

4. CLASSIFICATION OF STUDENTS.

The students who were undergraduates were classified as follows, viz.:

Senior class	34
Junior class.....	34
Sophomore class.....	55
Freshman class.....	<u>52</u>
Total.....	<u>175</u>

5. COMMENCEMENT EXERCISES.

The following is a copy of the scheme of the last Commencement:

SYRACUSE UNIVERSITY.

Wednesday June 28, 1876.

PROGRAMME.

Music.

PRAYER.

Music.

WILLIAM LLOYD GARRISON	William H. Hall, Pownal, Vt.
THE TYRANNY OF PUBLIC OPINION.....	Herbert Huntington, Cortland.
WASTED ZEAL.....	Helen M. Dodge, Verona.
THE NEW ERA.....	E. Olin Kinne, De Witt Center.

Music.

POLITICAL JOURNALISM.....	E. Nottingham, Syracuse.
LUXURIES.....	Ida A. Gilbert, Syracuse.
THE TRIUMPH OF THE INDUSTRIAL AGE	W. Nottingham, Syracuse.

Music.

WILLIAM THE SILENT.....	James D. Phelps, Martinsburgh.
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THE INFLUENCE OF GREAT EMERGENCIES ON CHARACTER,

Jane S. Higham, Rome.

POVERTY John T. Roberts, Syracuse.

Music.

CONFERRING OF DEGREES.

Music.

BENEDICTION.

Names of the Graduates.

Candidates for B. P. (Bachelor of Painting): Catharine Beal, Harriet S. Curtis.

Candidates for B. S. (Bachelor of Science): Frank D. Barker, Clara Bradley, Vincent A. Crandall, E. Fitch Cuykendall, George F. Darrow, Ida A. Gilbert, Charles A. Wall, Augustus A. Young.

Candidates for B. Ph. (Bachelor of Philosophy): Martha E. Foote, Herbert Huntington, E. Olin Kinne, Alice M. Lee, Edwin Nottingham, Roswell S. Price, Louise V. Shepard, Henry F. Thomsen.

Candidates for B. A. (Bachelor of Arts): Wesley A. Arnold, William Colden, Helen M. Dodge, William H. Hall, Jane S. Higham, E. Grace Hubbell, Bartholomew Keeler, Hugh McDowell, William Nottingham, James D. Phelps, J. Clinton Peet, George A. Place, John T. Roberts, R. Lewis Robinson, James H. Shults, Marvin L. Spooner, F. Ziah Wilcox.

Candidate for M. S. (Master of Science): John W. Blake, B. S.

Candidates for M. A. (Master of Arts): Noyes B. Congden, B. A., E. N. De Graff, *causa honoris*, George W. Elliott, B. A., Milton J. Griffin, B. A., Robert H. Maclay, B. A., Lucy A. Osband, B. A., William M. Osband, B. A., Wm. H. Perry, *causa honoris*, Charles Jason Powers, B. A., Ellen Sergeant Rude, *causa honoris*, Frank Smalley, B. A.

Candidates for Ph. D.: M. G. Bullock, M. A., Winfield S. Smyth, M. A., Henry R. Waite, M. A.

The degrees conferred were as follows:

B. P. (Bachelor of Painting).....	2
B. S. (Bachelor of Science).....	8
B. Ph. (Bachelor of Philosophy)	8
B. A. (Bachelor of Arts).....	18
M. S. (Master of Science)	1
M. A. (Master of Arts) .....	..
M. A. (Master of Arts), in course.....	7
M. A. (Master of Arts), <i>ad eundem</i>	3
M. A. (Master of Arts), honorary	2
Ph. D., in course upon examination.....	3
D. D., honorary	1

6. COLLEGE TERMS OR SESSIONS.

The terms or sessions for studies in said colleges of the Syracuse university during said year were as follows:

The collegiate year begins on the third Monday in September, and the first three days are devoted to examinations for entrance. The first term, consisting of fourteen weeks, ends on the Friday before Christmas, and is followed by a vacation of two weeks. The remainder of the collegiate year is divided into two terms without an intervening vacation. The second term of the year contains thirteen weeks, and the third term twelve. Commencement occurs on the last Wednesday in June.

Students find it for their interest to be present on the first day of each term, though one can enter at any time, on passing the requisite examinations. Absence from any regular class exercise, or appointed duty, cannot be allowed without an excuse satisfactory to the faculty.

The following is a copy of the calendar for the next collegiate year, including also the calendar of the college of medicine, which is a part of said university:

I. *College of the Liberal Arts.*

1876.

April 4. Tuesday, 8.35 A. M. Spring term begins.

June 6. Tuesday. The Seniors will present their graduation theses.

June 14-16. Wednesday to Friday. Final examination of Seniors.

June 16. Friday. Senior vacation begins.

June 21-23. Wednesday to Friday. Term examinations.

June 23. Friday, 8 P. M. Elocutionary rehearsal of the Sophomore class.

June 25. Sunday, 8 P. M. Sermon before the Society of Religious Inquiry.

June 26. Monday, 9 A. M. Entrance examination. Subject: Latin.

June 26. Monday, 2 P. M. Class day exercises.

June 26. Monday, 8 P. M. Annual address before the university.

June 27. Tuesday, 9 A. M. Entrance examinations. Subjects: Greek and mathematics.

June 27. Tuesday, 2 P. M. Annual meeting of board of trustees.

June 27. Tuesday, 2 P. M. Business meeting of the Alumni Association in the chapel.

June 27. Tuesday, 8 P. M. Literary meeting of the alumni in the chapel.

June 28. Wednesday, 9 A. M. Examinations continued.

June 28. Wednesday, 2 P. M. Fourth annual Commencement.

June 29. Thursday. Summer vacation begins.

September 18. Monday, 9 A. M. Entrance examinations.

September 19. Thursday. Classes meet. Students assemble in chapel at 8.35 A. M.

October 16. Friday. Declamations of Sophomore class begins.

October 23. Friday. Declamations of Junior class begins.

October 30. Friday. Chapel speeches of Seniors begin. First essays from the Freshmen.

December 20. Wednesday. Term examinations begin.

December 22. Friday. Fall term ends. Holiday recess begins.

January 3. Monday, 8.35 A. M. Winter term begins.

January 27. Thursday. Day of prayer for colleges.

March 27. Monday. Term examinations begin.

March 29. Wednesday, 7.30 P. M. Junior exhibition.

April 4. Tuesday, 8.35 A. M. Spring term begins.

II. *College of Medicine.*

1876.

February 9. Wednesday. Lecture term ends. Commencement and conferring of degrees. Vacation of two weeks.

February 24. Thursday. Recitation term begins.

June 28. Wednesday. Recitation term ends.

October 5. Thursday. Lecture term begins.

III. *College of the Fine Arts.*

The terms are coincident with those of the College of the Liberal Arts.
1875.

June 16 to 24. Annual exhibition of works of art produced by students.

7. SUBJECTS OR COURSES OF STUDY.

The sub-graduate courses of study were as follows:

The classical course is intended to afford as thorough a training in the classical languages and literature, as can be obtained in any college. It aims also to be abreast of the educational thought and philosophy of the age, and introduces the study of modern languages and sciences in proper proportion.

The Latin scientific course is substantially identical with the classical, except in the substitution of German for Greek in the freshman year, and other subjects for that language in the other years.

The Greek scientific course is the same as the Latin scientific course, except that Greek stands in the place of Latin.

The scientific course excludes both Latin and Greek, and their places are taken by German and French, and some additional studies in mathematics, natural sciences, literature, history and philosophy.

Recognizing the various tastes and aims of students, these courses are made elastic in the last two years. In the Junior year, nearly one-third of the student's time is devoted to subjects of his own selection, within a certain range; while in the Senior year, this liberty of selection is somewhat larger.

Students not proposing to pursue either of the above courses fully, are permitted, as far as prepared, to make selections from any of them.

The total number of recitations per week, required of each student, is fifteen; and this does not include the elocutionary and rhetorical exercises, which are also required of the various classes.

The treatment of the various subjects pursued in the College of Liberal Arts, and in part by students in the College of Fine Arts is presented at length as follows:

1. *English Language, Literature and Rhetoric.*

The subjects taught in this department are the English language, English composition, rhetoric and English literature. Classes in this department will also be required to present exercises in the various forms of literary composition. The text-books at present used are as follows: Freshman year, third term, Haven's Rhetoric; Senior year, first term, manual of English literature, Shaw; second term, Shaw's Manual, completed. Much of the instruction is given in the form of lectures, and the students are taught how to investigate the subject for themselves.

2. *Latin.*

It is the purpose in the Latin course to read such selections as will best illustrate or represent the successive periods of Roman history, and to concentrate upon them the light of history, geography and contemporaneous art and literature.

Freshman year. — First term: Livy, book XXI; Allen's Latin Prose, chapters XX–XL; Liddell's History, book IV; the second Punic War; the origin of the Latin language; the literature and architecture of the period. Second term: Plautus, Rudens; Liddell's History, book V; Rome the conqueror of the world; Roman dramatic literature; Allen's Latin Prose, chapters XL–LX. Third term: Horace, odes and epodes; Scanning of Horatian metres; Liddell's History, book VI; First Period of the Civil Wars; written exercises in idiomatic, literal and free translations from the Latin; Roman Lyric literature.

Sophomore year. — Second term: Horace, satires and epistles; Liddell's History, book VII; Second period of the Civil Wars; mythological essays; Roman satirists and the literature of the Golden Age.

Junior year. — First term: Tacitus, Germania and Agricola; History

of the decline of the Roman Empire; historical essays; Roman historians and the later Roman literature. Third term: Cicero's Tusculan Disputations; History of Roman religion and philosophy; essays and orations in Latin.

3. *Greek Language and Literature.*

The subjects taught in this department are the language, literature, history, geography and archæology of ancient Greece.

In teaching the language, we aim to enrich the student's vocabulary, to develop within him a power of interpretation and continuous attention, and to cultivate the accurate and fluent use of words.

Attention is given to the application of grammatical laws, to the oral or written translation of Greek into English and English into Greek, the distinction of synonyms, the comparison of idioms, the origin, growth and decay in the form and sense of words, together with the laws of their interchange among the cognate tongues.

In the higher classes, the text is examined with more special reference to the style, subject-matter and spirit of the author.

The study of the history, geography and archæology is pursued not only for the intrinsic value of the subjects, but also to give a just appreciation of the age and spirit of the authors read, and thus lift the work of translation up from the mechanical transfer of words, to the higher study of humanity.

Freshman year. — First term: Owen's Homer's Iliad, three books; Hadley's Greek Grammar, to page 78, with special reference to dialectic forms of words. Second term: Felton's selections from the Greek Historians, pages 412-457, inclusive; Hadley's Grammar, to page 200; Arnold's Greek Prose Composition, the first twenty exercises. Third term: Champlin's Demosthenes on the Crown; pages 1-39, inclusive; Arnold's Greek Prose composition, continued.

Sophomore year. — First term: Demosthenes on the Crown, continued; Arnold's Greek Prose Composition, finished; Goodwin's Moods and Tenses, alternating, during the term, with Greek Prose Composition. Third term: Plato's Apology, or Œdipus Rex, entire; Goodwin's Moods and Tenses, daily.

Senior year. — Second term. (Elective): Plato's Apology, or Œdipus Rex; Goodwin's Moods and Tenses, finished.

4. *Modern Languages.*

As no preliminary study of these languages is required, it is necessary to commence with the rudiments. From the very outset, through the entire course of instruction, the theoretical and practical methods are carried hand in hand. The time devoted to these languages is divided

between tracing their philological features and their relations to other cognate languages, pursuing various practical exercises in conversation and writing, and the study of classical, scientific and artistic literature.

In the German language, the first year is devoted to Comfort's German Course and First German Reader. The second year is devoted to the same author's larger German reader, and Manual of German Conversation, and to the reading of portions of Weber's History of German Literature, and of William Tell, and other classic dramas.

In the French language, the first year is devoted to Bôcher's edition of Otto's French Grammar, and to the reading of about fifty pages of De Fiva's French Reader. The second year, to reading Duruy's History of France, Demogeot's History of French Literature, and various works of the classic drama.

In the Italian language, Cuore's Grammar is employed, and Giudici's Italian Literature, and various classical dramas are read.

5. *Mathematics.*

Freshmen, algebra: Review of calculus of radicals; quadratic equations; theory of indeterminate co-efficients; binomial theorism, and its application to the development of functions; theory and use of logarithms; indeterminate analysis; elements of the theory of equations; Sturm's Theorem, and Horner's Method of Solving Higher Equations. The text-book used is Olney's University Algebra. Geometry: Regular polygons; measurement of the circle; maxima and minima of plane figures; solid and spherical geometry, using Chauvenet's work.

Sophomores, trigonometry (Olney's): plane and spherical; land surveying and leveling (Davies'), with exercises in the field. General geometry (Olney's): Construction of equations; production of equations of plane loci; transformation of co-ordinates; properties of the conic sections. Calculus (Olney's) differential: Differentiation of functions of a single variable; Maclaurin's and Taylor's Theorems with Binomial Theorem and Theory of Logarithms deduced; maxima and minima of functions of a single variable; evaluation of indeterminate form: Integral: Elementary forms; binomial differentials; rectification and quadrature of plane curves; cubature of volumes of revolution.

Juniors, mechanics (Peck's University edition), elective in the classical and Latin scientific courses, required in the scientific course: Composition of forces; center of gravity; problems in construction; discussion of machines; the pendulum; projectiles; work; composition of rotations. Astronomy (Norton's Enlarged Work): Required in all the courses; elementary principles; determination of latitude, longitude and time; precession; aberration; determination of the elements of a planet's orbit; computation of the rising and setting of the sun; eclipses,

with the computation in full of an eclipse of the moon. Acoustics and Optics (Bartlett's), elective in the classical and Latin scientific courses, required in the scientific course: Waves; velocity of sound in gases, in liquids; molecular displacement; interference of sound; new divergence, reflection and refraction of sound; deviation of light at plane and spherical surfaces; optical images; spherical aberration; caustics; astigmatism; theory of the telescope.

6. *Chemistry and Physics.*

The aim of the course of instruction in this department is to furnish, by appropriate experiments and observations, facts from which the principles of the science are deduced, and to illustrate by a properly selected series of experiments the methods of original research and investigation of natural phenomena. It will be an object, also, to group together and combine the various truths exhibited, so that to the thinking mind they may not be looked upon as a mere collection of curious facts, but as related and dependent truths that form parts of one great and harmonious whole.

It is believed that by this plan physical science will be made greatly serviceable as an educational agency in quickening the powers of observation, in guiding the judgment, in eliciting thought, and thus developing and training the mind.

Instruction in physics will be embraced in a course of lectures, which, during the first term of the Sophomore year, will be confined to the laws of solids, liquids and gases; the second term to heat, and the third to light and electricity.

In chemistry, which runs through the Junior year of each course, the first term's instruction will be devoted to the history of chemistry, chemical philosophy, stoichiometry and the univalent elements; the second and third terms to the remaining groups of elements. These lectures will be illustrated by experiments, and will be attended by thorough reviews and examinations.

Students in analytical chemistry will be admitted to the chemical laboratory, and furnished with the necessary material and apparatus, and will conduct with their own hands a systematic course of analysis under the supervision and direction of the professor of the department.

To those desiring it instruction will be given in chemical technology, blow-pipe examinations and toxicological investigations.

This course, it will be seen, is designed to make thoroughly scientific and practical students.

7. *Geology, Zoology and Botany.*

The subject of physiology occupies the attention of students, in all the courses, one hour a week through the Freshman year. Instruction is given in structural and systematic zoology two hours a week during the first and second terms, which the scientific Sophomores are required to attend, and which is elective with Juniors in the Latin scientific course and Seniors in the classical course. The method is chiefly by familiar lectures and conversations, but the student is also required to read such works as Agassiz and Gould's Zoology, Milne-Edwards' Zoologie (or the same in Knox's translation), and Tenney's Natural History. More advanced students in zoology will use in the laboratory Coues' Key to North American Birds, Packard's Guide to the Study of Insects, and the Smithsonian Manuals on Mammals, Fishes, Insects, and Land and Fresh Water Mollusca.

Botany is taken up in the third term by the Sophomores of the Latin scientific and scientific courses, occupying two hours a week. Instruction is given largely in the form of familiar lectures, but the student is required to read Gray's Lessons in Botany, or some equivalent. In systematic botany the student works with plant in hand, under the guidance of the instructor, and Gray's Manual is required for constant reference.

Geology is required three hours a week in all the courses during the first term, and two hours during the second term of the Senior year. The instruction during the first term is directed largely to the data of the science, and is imparted in the form of familiar lectures, with suitable illustrations of various kinds. The work of the second term is a comprehensive and systematic review of the great doctrines of the science, leaving the less essential details in the background. In the geological laboratory, students sufficiently advanced will be permitted to handle the specimens exhibited in the museum, and engage in lithological and paleontological investigations. The text-book used in the general subject is Dana's Manual. Steele's Fourteen Weeks in Geology and Winchell's Sketches of Creation, or Dawson's Story of the Earth and Man, are recommended for general reviews. For more advanced students Cotta's Manual of Lithology, Picket's Paleontology and other works will be recommended.

8. *History.*

History is studied in its principles as well as its facts. To familiarize the student with the best methods of study, and to suggest appropriate courses of historical reading, are among the important objects aimed at. The instruction is both by lecture and text-book.

Freshman year.— During the first term lectures are given on "histori-

cal propædæutics," in which the methods of historic study and writing are examined, and the necessary auxiliaries of history — chronology, geography, genealogy and ethnography — are discussed in their character and application. During the second and third terms "Rawlinson's Ancient History" (except the portions on Greece and Rome) is studied. Special attention is directed to the valuable authorities mentioned by this author, and their scope and relative value are estimated.

Sophomore year. — During the first term, twenty-four lectures are given on the causes and consequences of the down-fall of the Roman empire; the rise and influence of the Christian church; Mohammed and Mohammedanism; Charlemagne as warrior, legislator and man; the causes, extent and consequences of the crusades; the rise, growth and influence of the free cities; etc., etc. In connection with these lectures, the class read assigned portions of "Hallam's Middle Ages," specially chapters II and IX. During the second and third terms, Taylor's "Manual of Modern History" is used as a text book. The reformation and post-reformation history is examined. In addition to the text-book, during the second term, twelve lectures on the "growth of the French constitution," are given; and during the third term, twelve lectures on American Colonial History. Throughout the year, dissertations and portraitures of important historical characters are prepared by the class.

Junior and Senior years. — The instruction in these years is entirely by lecture. Interesting special courses are accessible to both classes. Much attention is given to the examination of the great revolutions of modern times, since these have a special charm for the general student, the statesman and the philosopher. The twelve lectures on the "philosophy of history," are designed, primarily, to summarize the principles and laws that have been discovered and illustrated during the preceding years.

9. *Æsthetics.*

Weekly lectures are given on *Æsthetics* during the first term, and on the history of fine arts during the second and third terms of the Senior year. The appliances of the College of Fine Arts are employed to illustrate these lectures.

Students in the scientific and Latin scientific courses are required, and students in the classical course may elect, to attend the classes in the College of the Fine Arts for two hours a week during one term, in each of the following branches: Free-hand drawing, mechanical draughting, and architectural draughting. Students in the scientific course are also required to attend classes in perspective drawing two hours a week during the second and third terms of the Sophomore year.

10. *Elocution.*

Freshman. — Class meets once a week: Principles of elocution; vocal drill; gesticulation; posture. Three essays a term, of not less than 500 words each, on the subjects of the daily studies, to be handed to the instructor in elocution.

Sophomore. — Class meets once a week: Declamations and readings — each student being required to declaim twice a term, and to present three essays a term, of not less than 700 words each.

Juniors. — Class meets once a week: Each student required to write and deliver before the class each term three original orations of not less than 700 words each.

Seniors. — Two original orations of not less than 1,000 words each are required to be delivered in chapel, before the college by each student, in each of the first two terms. In the third term, each student is required to present a Commencement oration of 1,000 words, on or before the first of May. From these orations selections will be made for delivery at Commencement.

Arrangements may be made for exercises in extemporaneous speaking.

All declamations, orations and essays provided for above, will be presented on days previously appointed by the instructor in elocution. Ladies, if they prefer, are permitted to substitute essays and readings for orations and declamations.

Occasional public rehearsals of any of the classes may be arranged.

11. *Metaphysics and Logic.*

I. — In this department it is designed by lectures and the use of text-books, to trace briefly the history of mental science, and by class discussion, by essays upon appointed themes, and by a course of selected reading, to render the student familiar with the characteristic principles of the leading historic systems.

The text-books in use are as follows:

Junior year. — Second term: The Human Intellect, Porter. Third term: Porter's Human Intellect, finished.

II. Senior year. — Third term: Morell's History of Modern Philosophy. Bowen's Logic is studied during the first and second terms of the Junior year. To the class are assigned frequent exercises in classification argumentations and method. During the third term, twelve lectures are given on the "History of Logic in the West."

12. *Ethics and Christian Evidences.*

In the department of ethics and Christian evidences, the subjects are taught by text-books and lectures.

Senior year. — First term: Whewell's Elements of Morality, first

volume. Second term: Hopkins' Evidences of Christianity. Third term: Hopkins' Evidences of Christianity, continued.

RELIGIOUS OBSERVANCES. — All the students assemble daily for morning devotions in the chapel. The exercises consist of the singing of a hymn, the reading of the sacred scriptures and prayer.

Students are also required to attend religious worship regularly, at least once on the Sabbath.

In the College of Fine Arts, the following is a description of the studies pursued, in addition to a part of the work described above. Also the students of the College of Liberal Arts, have opportunity to avail themselves of a part of the special studies of the College of Fine Arts.

The courses of study already established include systematic and progressive instruction in the theory, the history, and the practice of architecture, painting and engraving, and in those branches of mathematics, natural science, history, language and philosophy, which bear most intimately and directly upon these arts, and without a knowledge of which success in the higher domains of art is impossible. The other colleges of the university furnish excellent opportunities to those students who may desire to pursue other studies related to the fine arts than those included in the courses of this college.

The professors are proficient and practical workers in their several departments. The students will have access to their studios and offices, and will have opportunity of witnessing works of art and edifices in process of completion by their hands or under their direction.

It will be the aim to develop the talents of the students in such a way that each student shall retain his individuality of character and manner, rather than with the purpose of molding all after the same arbitrary method.

FREE-HAND DRAWING. — Free-hand drawing is taught extensively in all the courses, as giving the only basis for accuracy in observing nature and art, and for freedom and precision in delineating and executing designs. Free-hand drawing is continued as a required exercise during nearly the entire courses in painting and engraving.

A large collection of copies has already been formed from among the best series that are employed in the various art schools of England, France and Germany. These include every variety of subjects, such as flowers, fruit, foliage, landscape, animals, the human figure, artistic anatomy, classical compositions, household furniture, architectural ornamentation and designs for various branches of industrial art. Drawing from objects, from nature, from memory, and from original designs is introduced in such variety, sequence and extent, as may be fitting to each individual student. While instruction is given to all in the use of the

lead-pencil, the pen, charcoal, crayon, india ink and sepia, the students are left largely to their own tastes in the selection of the chief instrument and manner of executing their own drawings.

ARCHITECTURAL DRAUGHTING.—Under this general term in the schedule of studies is included instruction in the following subjects: The use of draughting instruments; the drawing of plans, elevations, sections, ornaments, details and working drawings; the principles of taste in their application to architectural composition; the study of executed works and of works in progress, and the sketching of completed buildings; the appropriate and economical use of building materials; the principles and processes of construction; the laws and usages in drawing up contracts and specifications, in making estimates and measurements, and in superintending the erection of buildings. These subjects will be introduced in such sequence as may be found desirable with particular students and classes. Special instruction will also be given in the principles and practice of decorative art, and of landscape gardening and architecture.

OIL PAINTING.—As by far the larger portion of modern painters devote themselves mostly to painting in oil colors, much longer time is appropriated in the curriculum to instruction in oil painting than in water-color painting. With such students as may prefer it, however, an equivalent time may be substituted, in whole or in part, of study in water colors instead of oil colors. Instruction will be given in the use of colors, the principles of technical execution, and the laws of composition. At the same time students will be left to develop originality and individuality of style, and to decide whether they shall devote themselves to any particular branch of painting, such as flower, fruit, animal, still life, portrait, genre or landscape painting, or whether they shall divide their time between several of these branches.

PHOTOGRAPHY.—As a valuable, if not an indispensable aid to the architect, and more especially to the painter, photography is included in the studies of both curriculums. A photographic studio will soon be provided, furnished with all the latest improvements in the art. Meantime instruction will be given at the studio of the professor having charge of this department. Any person wishing to secure a complete education as a photographic artist may substitute extended practice in this art, for a large portion of the study appropriated to oil painting, in the course in painting, and on completing this course may receive the degree of bachelor of painting.

ESTHERICS.—Instruction is given by lectures in the general principles of the science of esthetics, the principles of criticism which apply especially to architecture and painting being also treated more at length in separate courses of lectures.

HISTORY OF THE FINE ARTS.—A course of lectures will be given upon the history of the fine arts in outline, in which will be traced the leading features of the fine arts, as a whole, as they have manifested themselves in human history, and the relation which these arts have held to other elements of civilization. Courses will be given upon the special history of architecture, sculpture, painting and engraving.

CLASSICAL MYTHOLOGY AND ARCHÆOLOGY.—Courses of lectures will be given upon the mythology of the ancient Egyptians, Greeks and Romans, with special reference to their illustration in ancient art, and upon the leading features of classical archæology, and the geographical distribution of monuments of ancient art.

CHRISTIAN AND MEDIÆVAL ARCHÆOLOGY.—Courses of lectures will be given upon Christian archæology, in which will be traced the origin and development of symbolism and the illustration of Christian doctrine in the fine arts, and upon the general principles of mediæval archæology.

ESSAYS.—During the first and the second terms of the Senior year, each student will present three essays upon subjects relating to the fine arts, each essay of not less than six hundred words in length. During the last term of the Senior year each student will present a thesis of not less than a thousand words in length, upon some subjects relating to the fine arts, written upon paper of uniform size, to be preserved in the archives of the college.

ART LITERATURE.—A course of lectures will be given upon the encyclopædia of art literature, consisting of critical remarks and dissertations upon the characteristic features, the relative value, the date, and place of publication, the present cost, and the authorship of the most important publications, both books and periodicals, which have been issued in Europe and America upon esthetics, and the history, theory and practice of the formative arts.

RELATED STUDIES.—The proximity of the College of Liberal Arts renders it possible to insert in the curriculums of this college, selections of such studies as are essential to the complete education of the architect and painter, both as an artist and as a person of general culture. The following studies have been thus added to one or both of the curriculums, as is shown on pages 70 and 71: Mathematics, algebra, geometry, trigonometry and surveying, analytical geometry, calculus, analytical mechanics. Natural science: Physics, chemistry, physiology, natural history, botany, geology, physical geography. Languages: German, French Italian. History: Ancient mediæval and modern history of civilization, history of philosophy, philosophy of history. English Literature: rhetoric, elocution, political economy. To a limited extent, the equivalent in other studies having a direct relation to the fine arts may be substituted for a portion of the above studies.

The College of Physicians and Surgeons offers excellent opportunity to such students as may desire to make more extensive studies in human and comparative anatomy.

MUSEUM. — As a nucleus to a museum there have been procured from Europe several thousand engravings, photographs and chromo-lithographs, illustrating the methods of production, and many of the chief historic works in architecture, sculpture, painting and the industrial arts. A full-sized plaster cast of the statue of Apollo Belvidere has been presented to the college by Professor Winchell. A box of Minton's encaustic tiles has been presented by the American agents, Messrs. Coates & Miller, of New York. A sufficient number of architectural and other casts has been procured to meet the immediate wants of the college.

LIBRARY AND READING ROOM. — As a nucleus to a library of the fine arts, a number of valuable books and periodicals have already been gathered, to which additions will be made from time to time, as circumstances shall permit. A large number of the most important art journals from European countries are supplied to the reading room, thus, enabling the students to have access to the latest criticisms in art, and to information concerning all important, recent works upon this subject.

ESTHETIC SOCIETY. — The students of the college have organized an "Esthetic Society," which holds meetings at stated times for mutual improvement and esthetic and social culture. During the spring and fall terms, sketching excursions are taken by the society amid the scenery which abounds in the environs and the vicinity of the city of Syracuse.

8. EXAMINATIONS.

The requirements for admission as published in the annual catalogue are as follows:

1. *Classical Course.*

Candidates for admission to the Freshman class are required to pass a written examination in the following studies:

(1.) English grammar. — Kerl's comprehensive, entire or its equivalent.

(2.) Geography. — Modern geography, physical and civil and ancient geography, particularly that of Italy, Greece and Asia minor, as given in Allen's classical hand-book or Baird's manual.

(3.) History. — United States history, from the discovery of America to the close of the war of 1812. Liddell's History of Rome, from the founding of the city to the second Punic war. Smith's larger history of Greece, the first fourteen chapters.

(4.) Mathematics. — Arithmetic, entire. Algebra, fundamental rules, fractions, simple equations, elimination, involution and evolution,

and the calculus of radicals, as treated in Robinson's New University Algebra or its equivalent. Plane geometry, the first five books of Davies' Legendre or their equivalent.

(5.) Natural philosophy. — Rolfe and Gillet or its equivalent.

(6.) Latin. — Latin grammar; four books of Cæsar's commentaries; four orations of Cicero against Catiline; Sallust's Catiline; six books of the *Æneid*, with special reference to the prosody; Allen's Latin Composition, twenty lessons. The requisite amount of Roman history and of Latin prose must in no case be omitted, as the college course begins in each at the points indicated.

(7.) Greek. — Greek grammar; three books of Xenophon's *Anabasis*; two books of the *Iliad*, with special reference to prosody.

2. *Latin Scientific Course.*

Candidates for admission are examined in the studies required for the classical course; excepting the Greek.

3. *Greek Scientific Course.*

Candidates for admission are examined in the studies required for the classical course, excepting the Latin.

4. *Scientific Course.*

Candidates for the scientific course are examined in the studies named in (1); (2), except ancient geography; (3) except ancient history; (4); (5); and in one of the Latin authors named in (6).

Those persons who do not desire to complete either of the regular courses of study, may take a select course and recite in such college classes as their qualifications will permit. They will be expected to attend such general exercises as may be assigned them, and be subject to all the general rules of the college, and will be expected to select work enough to occupy all their time.

Candidates for advanced standing are examined in the studies previously pursued by the classes which they propose to enter, or must give evidence that they have pursued an equivalent amount of study. Certificates of good character will be required.

9. MODE OF INSTRUCTION.

All the students are required to study faithfully text-books, and are examined daily in the same at least once, and usually twice or thrice, though many lectures are interspersed, and the students are required to make abstracts of the lectures they hear, and to be examined on the subjects of the same.

10. DISCIPLINE.

Scarcely any is needed. The good behavior of the students has been marked and creditable.

No printed schedule of statutes or by-laws is in use.

11. DESCRIPTION AND VALUE OF BUILDINGS.

The main building is an elegant stone structure four stories in high, 174 feet long and ninety-six feet wide. It is used for professors' rooms, lecture rooms, library and museum rooms, and other public purposes. The students find pleasant homes among the people, and board more economically and pleasantly than though dormitories were furnished.

The lands about the building belonging to the university constitute a beautiful campus of fifty acres.

The medical college has two convenient brick buildings nearer the center of the city.

The library has fully 8,000 excellent bound volumes, well chosen, with no rubbish or useless books, and fully 1,000 unbound pamphlets, all in good condition. Connected with it is a well-stocked reading room open daily.

The chemical and philosophical apparatus is modern and is worth about \$10,000. The library is valued at \$20,000.

12. COLLEGE PROPERTY.

The most of this is in the form of subscriptions, some of which bear interest, and some not; some of which are not yet available and some of which are available. It is therefore impossible at present to give an exact account of it. The last report of the financial agent was as follows:

ASSETS OF THE SYRACUSE UNIVERSITY.

Subscriptions bearing interest	\$69,835 00
Railroad and Cazenovia loan bonds.....	3,900 00
Subscriptions payable without interest.....	9,843 00
Other subscriptions and obligations.....	83,400 00
University block in Syracuse.....	60,000 00
House and lot and property in Washington.....	25,000 00
House and lot in Spencerport.....	5,000 00
Land in Green Bay, Wisconsin.....	20,000 00
Land in Pennsylvania:.....	10,000 00
Land in Iowa.....	2,500 00
House and lot in Oneonta.....	800 00
Land near Elmira.....	5,500 00
Land near Elmira.....	1,500 00
Lot in Gloversville.....	250 00
The land and buildings occupied by the university are valued at.....	300,000 00
Total assets.....	<u>\$637,628 00</u>

13. DEBTS.

There is a debt of \$100,000 on the university land and main building, provided for by a subscription of \$100,000 made by Philo Remington of Ilion, N. Y.

14. REVENUE.

Amount charged for tuition of students, which has been collected during said year	\$5,308 27
Interest or income of permanent funds and subscriptions,	19,828 04
From fees in laboratory and for graduation.....	628 75
	<hr/>
	\$25,765 06
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15. EXPENDITURE.

For salaries	\$24,000 00
Library apparatus, insurance, etc., about.....	8,000 00
	<hr/>
	\$32,000 00
	<hr/>

16. TABULAR STATEMENT.

Number of colleges in the university.....	3
Number of courses of study in the two colleges of liberal and fine arts	6
Number of professors	8
Number of tutors	5
Number of collegiate students (exclusive of medical) during the last year.....	175
Number of graduates	49
Whole number of graduates.....	312
Value of college buildings and grounds	\$300,000 00
Value of library and apparatus.....	30,000 00
Value of other college property.....	250,000 00
Revenue for the last collegiate year	25,765 06
Expenditure for the last year	32,000 00
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DEBTS. — None not provided for by subscription.

17. PRICE OF TUITION.

Twenty dollars a term, or sixty dollars a year, in the college of liberal arts; thirty-three and a third dollars a term, \$100 a year, in the college of fine arts. No other charges are made except twenty dollars on graduation.

18. CLOSE OF REPORT.

This report is made out by the chancellor by authority of the trustees

E. O. HAVEN,
Chancellor of Syracuse University.

June 27, 1876.

XXIII. ST. BONAVENTURE'S COLLEGE, ALLEGANY,
CATTARAUGUS COUNTY.

To the Regents of the University of the State of New York:

The trustees of St. Bonaventure's College, Allegany, N. Y., in compliance with a requisition of the Regents of the University, respectfully submit the following as their annual report for the collegiate year ending June 22, 1876:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during the said year were the following:

1. Ethics, Logic and Metaphysics. 2. Latin and Greek. 3. French and German. 4. Natural Philosophy and Higher Mathematics. 5. Rhetoric and General Literature. 6. Elocution and Composition. 7. Belles-Lettres. 8. Chemistry and Natural History. 9. Geometry and Algebra. 10. History.

2. TRUSTEES.

The following is a list of the college trustees, with their respective places of residence:

Very Rev. Charles Da Nazzano, O. S. F., Allegany, N. Y.

Very Rev. James Titta, O. S. F., New York city.

Rev. Michael Rebaudi, O. S. F., Allegany, N. Y.

Rev. Leo Da Saracena, O. S. F., Winsted, Conn.

Rev. Eugene Dickovich, O. S. F., New York city.

Rev. Tranquillino Da Monselice, O. S. F., Buffalo, N. Y.

Rev. Theophilus Pospisilick, O. S. F., Allegany, N. Y.

Rev. Boniface Bragantini, O. S. F., Allegany, N. Y.

Rev. Anacletus Da Roccagorga, O. S. F., Allegany, N. Y.

Mr. Thomas Devereux, Utica, N. Y.

3. FACULTY AND OTHER COLLEGE OFFICERS.

The faculty and other college officers charged with the duty of giving public instruction in said college during said year consisted of the following:

Very Rev. Charles Da Nazzano, O. S. F., President.

Rev. Boniface Bragantini, O. S. F., Vice-President.

Rev. Michael Rebaudi, O. S. F., Professor of Ethics, Logic and Metaphysics.

Bro. Angelus, first prefect of studies, Professor of Geometry and Algebra.

- Mr. Peter Kelly, Professor of Latin, Greek and General Literature.
- Mr. John Roser, Professor of German, French and Greek.
- Mr. John Ruddy, Professor of Latin, Rhetoric and Composition.
- Bro. Joachim, Professor of Natural Philosophy, Chemistry and Natural History.
- Bro. Lewis, Professor of Latin, Belles-Lettres and Book-keeping.
- Bro. Francis, Professor of Elocution, History and Higher Mathematics.
- Bro. Bernardine, Professor of History, Geography and Astronomy.
- Mr. William Krampf, Professor of Vocal and Instrumental Music.

There were ten other professors and teachers engaged in the preparatory and commercial departments during the year. About \$1,000 were given as a salary. Those who have the direction of the college serve it gratuitously.

4. NUMBER OF STUDENTS.

The total number of students during the said year exclusive of those in the theological department was 110. Of this number four left during the year to pursue various avocations. There remained at the close 106.

The maximum age was thirty; the minimum twelve; average age, eighteen.

5. CLASSIFICATION OF STUDENTS.

First class, Senior.....	8
Second class.....	12
Third class.....	15
Fourth class.....	17
Preparatory department.....	33
Commercial department	25
	<hr/>
	110
Left during the year	4
	<hr/>
Remaining at the close of the year.....	<u>106</u>

6. ACADEMIC DEGREES.

The degree of A. B. was conferred on William J. Kenny, Hyde Park, Penn.

The following is a copy of the closing entertainment at St. Bonaventure's College, Thursday June 22, 1876:

ORDER OF EXERCISES.

- OVERTURE — "Vacation Quickstep," College Band.
- DISCOURSE — "Christian Philosophy" Thomas Clarke.
- CHORUS — "The Chapel"..... .. Krautzer, Ph. A.
- DISCOURSE — "Human Liberty"..... .. William J. Kenny.
- SPRING WALTZ..... .. College Band.
- DISCOURSE — "Our Centennial"..... .. Edward Kelly.

CENTENNIAL MEDLEY Orchestra.
 DIALOGUE — "The School of the World"..... Lloyd Morris and George Molloy.
 SONG AND CHORUS — "Cousin Jedediah"..... Thompson, Ph. A.

Conferring of Degrees, Award of Medals and Premiums.

CHORUS — "Under Every Tree Top"..... Kohlan, Ph. A.
 VALEDICTORY — Michael J. O'Donnell.
 SONG AND CHORUS — "Farewell"..... Barker, Ph. A.
 ADDRESS TO THE STUDENTS,

Rt. Rev. Stephen V. Ryan, D. D., Bishop of Buffalo, N. Y.

FINALE.

MARCH — Triumph College Band.

7. COLLEGE TERMS OR SESSIONS.

There were two terms or sessions in said college during said year : the first term commencing on the first Monday in September, 1875, and ending on the 1st of February, 1876; and the second term commencing on the 2d of February, 1876, and ending on the twenty-second of June, being the day of the closing exercises. Vacation during the months of July and August, and two weeks at Christmas.

8. SUBJECTS OR COURSES OF STUDY.

The course of study pursued in this college is classical and commercial. The classical course of six years embraces the Greek, Latin, English (French, German and Italian languages optional), rhetoric, poetry, elocution, natural history, descriptive geography, mythology, ancient and modern history, English literature, drawing, phonography (corresponding and reporting style), arithmetic, algebra, geometry, trigonometry (plane and spherical), surveying, navigation, conic sections, calculus, chemistry, natural, intellectual and moral philosophy, astronomy and physics.

Studies in the course are arranged as follows :

Preparatory class. — English: Brown's First Lines, and exercises. Latin: Bullions' Grammar, Historia Sacra (Thomond). Arithmetic: Davies' (Intermediate). Book-keeping: (Crittenden). Writing: Lessons in penmanship. Christian doctrine.

First year. — English: Brown's First Lines, continued; composition and elocution; Fredet's Ancient History, geography. Latin: Bullions' Grammar, Viri Romæ (Thomond). Greek: Bullions' Grammar. Arithmetic: Davies' University (first part). Book-keeping: (Crittenden). Writing: Lessons in penmanship. Christian doctrine.

Second year. — English: Brown's Grammar (institutes); composition; elocution; Fredet's Ancient History, continued; geography. Latin: Bullions' Grammar, continued; Cæsar and Ovid. Greek: Grammar, continued; Arnold's First Greek book. Arithmetic: Davies' University

second part); Algebra (Robinson's). Book-keeping: Crittenden's, continued. Writing: Lessons in penmanship. Scripture history (Kearney's).

Third year. — English: Brown's Grammar (institutes), continued, composition; elocution; Fredet's Modern History; geography (descriptive). Latin: Sallust and Virgil. Greek: Grammar (Bullions'), continued; Greek Reader. Mathematics: Algebra (Robinson's), continued. Natural Philosophy (Norton's). Mythology. Phonography (corresponding style). Scripture history (Kerney's). Christian doctrine.

Fourth year. — Belles-lettres: General principles of style; essays; debates; Fredet's Modern History, continued. Latin: Cicero's Orations; Virgil; Livy; Arnold's Composition, Xenophon's Anabasis. Mathematics: Geometry (Davies'). Natural History: Dissertations by the professor. Chemistry. Astronomy (Norton's). Christian doctrine.

Fifth year. — Rhetoric: Quackenbos; essays; debates. Latin: Horace; Tacitus; Latin composition. Greek: Homer's Iliad; Arnold's Greek composition. Natural Philosophy (experimental and practical). Mathematics. Trigonometry (plane and spherical). Surveying and navigation. Telegraphy. Christian doctrine.

Sixth year. — Philosophy (Tongiorgi's *Institutiones Philosophicæ*). Lectures by the professor. Dissertations and discussions by the students. Mathematics: Analytical geometry, conic sections and calculus. Evidences of religion.

The commercial course, of four years, comprises the English (French, German and Italian languages optional), rhetoric, elocution, poetry, history, geography, mythology, the use of the globes, astronomy, book-keeping and commercial correspondence, practical arithmetic, commercial law, geometry, mensuration, trigonometry, algebra, English composition, drawing, phonography, natural philosophy, chemistry and physics.

Studies in this department are arranged as follows:

Preparatory class. — English: Brown's First Lines and exercises. Arithmetic: Davies' (Intermediate). Book-keeping: Crittenden. Writing: Lessons in penmanship. Christian doctrine.

First year. — English: Brown's Grammar (first lines), continued; composition; elocution; Fredet's Ancient History; geography. Arithmetic: Davies' University (first part). Book-keeping: Crittenden's, continued. Writing: Lessons in penmanship. Christian doctrine.

Second year. — English: Brown's Grammar (institutes); composition; elocution; Fredet's Ancient History; geography. Arithmetic: Davies' University (second part); Robinson's Algebra. Natural philosophy (experimental). Mythology. Book-keeping: Crittenden's, continued. Scripture history (Kerney's). Writing: Lessons in penmanship. Christian doctrine.

Third year. — English: Brown's Grammar (institutes), continued;

composition; elocution; commercial correspondence. Phonography (reporting style). Natural history: Lectures by the professor. Astronomy and chemistry (Norton's). Mathematics: Robinson's Algebra, continued. Book-keeping: Crittenden's, continued. Scripture history (Kerney's). Christian doctrine.

Fourth year. — Rhetoric (Quackenbos); essays; debates; commercial law. Mathematics: Geometry. Mensuration. Surveying. Navigation and Telegraphy.

9. EXERCISES.

All the classes were exercised in composition, elocution and extemporaneous speaking once a week. The compositions were read before the class and criticised by the students and professors. Class exhibitions, dramatic and literary entertainments are frequently given during the year. The students' library contains 5,500 valuable books on literature, science and history.

Adjoining the library there is another apartment, which contains a complete set of philosophical and mathematical instruments, and a large collection of zoölogical specimens.

Every Sunday a sermon is preached in the college chapel before all the students. Two hours each day are devoted to philosophy. During this exercise the students are obliged to express themselves in the Latin language.

There are in said college two literary societies, viz.:

1. The Duns Scotus Association, composed of the Senior members of the institution.

2. The St. Anthony of Padua's Debating Society, composed of members from the commercial and preparatory departments. These societies hold their meetings once a week. The exercises consist of debates on subjects selected by the president, and in the reading of original essays. The president of each society is appointed by the president of the college. The other officers are elected semi-annually by the members.

10. EXHIBITIONS.

Two public exhibitions were given in said college during the year: one on the 17th of March, 1876, and the other on the twenty-second of June, being the day of the annual distribution of prizes. The exercises on these occasions consisted of orations, debates, recitations and music.

11. EXAMINATIONS.

There were two general examinations during the year, namely, one before the close of each term. The examinations were oral and written. Every student on entering the college is examined and sent to the class for which he is deemed fit.

12. MODE OF INSTRUCTION.

Recitations from text-books and lectures were combined in the several departments of instruction, accompanied with explanations, analysis and criticisms by the professor. Text-books were excluded from the class-room during recitation and examination in all cases where the nature of the study would permit it. There was a great deal of writing in the shape of analysis, parsing and translations of the various authors used in the classes. In the philosophical, mathematical and classical studies the black-board was in daily use.

13. DISCIPLINE.

The discipline of the college is administered by the president, and consists chiefly in enforcing those principles of gentlemanly and Christian deportment which all are expected to assent to as proper and becoming. Appeals to honor and to conscience, and the influence of religion, are found to be the most effectual means of preserving order.

14. GRATUITOUS AID.

So far, no fund has been supplied for the education of poor students. However, the college performs every year many acts of charity in this respect.

15. STATUTES OR BY-LAWS.

The trustees have framed no statutes or by-laws, but deemed it more expedient to rely on the president and his assistants for the advancement of the students and the preservation of discipline.

16. DESCRIPTION AND VALUE OF BUILDINGS, ETC.

The college farm consists of 200 acres of well-improved land, valued at.....	\$20,000 00
College buildings.....	150,000 00
Library and philosophical apparatus.....	12,000 00
Furniture in college buildings.....	10,000 00

Total amount of the above values used, for purposes of instruction	<u>\$192,000 00</u>
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17. DEBTS.

None.

18. REVENUE.

The college has no other income than what results from the term bills of the students for board and tuition, and the products of the farm. Received for board and tuition, and from the farm and garden

	\$27,828 75
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19. EXPENDITURES.

Maintenance of college, salaries and expenses of the faculty, and improvements in college buildings and grounds	\$27,542 17
Showing an excess of income over expenditures of...	\$286 58

20. PRICE OF TUITION.

Tuition, board and washing, per annum, \$200; piano and use of instrument, thirty dollars; organ, twenty-five dollars; modern languages, twenty dollars.

21. REMARKS.

None.

22. CLOSE OF THE REPORT.

This report is made in accordance with a resolution and signed as directed by the board of trustees, to which the seal of the institution is affixed.

CHARLES DA NAZZANO, *Chairman.*

[L. S.] ANACLETUS DA ROCCAGORGA, *Treasurer.*

THEOPHILUS POSZPISILIK, *Secretary.*

ALLEGANY, CATTARAUGUS Co., N. Y., November 27, 1876.

XXIV. SEMINARY OF OUR LADY OF ANGELS, SUSPENSION BRIDGE, NIAGARA COUNTY.

To the Regents of the University of the State of New York :

The trustees of the Seminary of Our Lady of Angels, in compliance with a requisition of the Regents of the University, submit the following report for the last scholastic year ending on the 13th day of June, 1876, containing a just and true statement of facts, showing the progress and condition of said seminary during and at the close of said year in respect to the several subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in the said seminary during the said year, as established by the trustees, were the following :

1. Elocution. 2. Rhetoric and Science of Religion. 3. Mental Philosophy and Ethics. 4. Chemistry, Higher Mathematics and Natural Philosophy. 5. Ancient Classics. 6. Geometry and Conic Sections. 7. History. 8. Arithmetic. 9. Algebra. 10. French. 11. German. 12. Music.

2. TRUSTEES.

Right Rev. S. V. Ryan, C. M., D. D., President, Buffalo, N. Y.
Very Rev. R. E. V. Rice, C. M., Vice-President, Susp. Bridge, N. Y.
Rev. P. V. Kavanagh, C. M., Secretary, Suspension Bridge, N. Y..
Rev. M. Cavanaugh, C. M., Treasurer, Suspension Bridge, N. Y.
Rev. T. A. Shaw, C. M., Suspension Bridge, N. Y.
Rev. B. V. Driscoll, C. M., Suspension Bridge, N. Y.
Rev. F. M. Hannigan, C. M., Suspension Bridge, N. Y.

The board held several meetings during the year, at the last of which, May twentieth, were present Revs. R. E. V. Rice, C. M., P. V. Kavanagh, C. M., T. A. Shaw, C. M., M. Cavanaugh, C. M., B. V. Driscoll, C. M.

3. OFFICERS OF SEMINARY.

Very Rev. Robt. E. V. Rice, C. M., President.
Rev. P. V. Kavanagh, C. M., Vice-President, Prefect of Studies.
Rev. M. Cavanaugh, C. M., Treasurer.
Rev. B. V. Driscoll, C. M., Prefect of Discipline.
Rev. Chas. J. Eckles, C. M., Assistant Prefect of Discipline.
Rev. M. J. Kircher, C. M., Librarian.
Mr. Karl Braeunlich, Military Instructor.

4. PROFESSORS.

Very Rev. R. E. V. Rice, C. M., Elocution.

Rev. P. V. Kavanagh, C. M., English Rhetoric, Mathematics and Science of Religion.

Rev. M. Dyer, C. M., Mental Philosophy, Ethics, Chemistry, Mathematics, Greek and Latin.

Rev. T. J. O'Leary, C. M., Latin and Book-keeping.

Rev. P. J. Carroll, C. M., Mathematics, Latin, English Grammar, Reading, Orthography and Science of Religion.

Rev. M. J. Kircher, C. M., Greek.

Rev. F. M. Hannigan, C. M., Rhetoric, History, Mathematics, Greek, Latin and Elocution.

Rev. B. V. Driscoll, C. M., Mathematics, English Grammar, History and Elocution.

Rev. E. N. Hopkins, C. M., Mathematics, English Grammar, History, Reading, Latin and Elocution.

Rev. C. J. Eckles, C. M., Mathematics, English Grammar, French, Latin, Geography and Science of Religion.

Rev. L. J. Miller, Latin, Greek, Reading and Orthography.

Mr. Thos. Kearney, C. M., Mathematics, Geography and Elocution.

Mr. Karl Braeunlich, Music.

Assistant Professors.

Rev. M. Dennison, Messrs. J. Delaney, M. Phillips, L. Erhardt, G. Zurcher.

The above-mentioned professors being members of the congregation of the mission which conducts the seminary, receive no salary.

5. NUMBER OF STUDENTS.

The number of undergraduates in seminary during said year was 155.

The number of graduates at the annual Commencement held on the 13th of June, 1876, was A. B. three (3).

Total number of graduates of the seminary nineteen (19).

Two of the graduates of last year embraced the clerical state. Of the others' profession we are ignorant.

6. CLASSIFICATION OF STUDENTS.

Seniors	17
Juniors	8
Sophomores	16
Freshmen	8
	<hr/>
	49
Preparatory department, two classes	106
	<hr/>
Whole number of students	155
	<hr/>

7. COMMENCEMENT EXERCISES.

NINETEENTH ANNUAL COMMENCEMENT,

JUNE 13, 1876.

TANNHAUSER GRAND MARCH — (Band)	Wagner.
THE SOUL	N. J. McNulty.
QUARTETTE	Niagara Harmonista.
USE AND ABUSE OF KNOWLEDGE	J. W. Lancaster.
OVERTURE TO FIGARO'S MARRIAGE — (Orchestra)	Mozart.
TEMPORAL HAPPINESS	J. P. O'Brien.
MEDLEY — (National Airs)	Band.
RELIGION AND MORALITY	J. O'Laughlin.
AMERICAN HYMN — (Chorus and orchestra accompaniment)	Keller.

Conferring of Degrees.

DISTRIBUTION OF PREMIUMS.

The degree of A. B. was conferred upon Nicholas J. McNulty, Brooklyn, N. Y.; James W. Lancaster, Hartford, Conn.; James O'Laughlin, Hammondsport, N. Y.

The degree of A. M. — None. Honorary degrees — None.

8. TERMS OF STUDIES.

During the said year there were two terms of studies: the first began on the first Wednesday of September, 1875, and terminated on the 31st of January, 1876.

The second began on the 1st of February, 1876, and terminated on the 13th of June, 1876. There was one vacation commencing on the 13th of June.

9. SUBJECTS OF STUDY.

The course of study is classical and scientific.

Freshman Class.

Latin: Sallust; Cicero's Orations; Arnold's Prose Composition. Greek: Grammar (continued); Jacob's Greek Reader; Xenophon's Cyropædia. English: Murray's Grammar and Exercises; Composition and Declamation. History: First term, Kearney's Compendium; second term, Bible History. German: Ahn's Grammar and Reader. Mathematics: Analytical Geometry; Differential Calculus. French: Chapsal's Grammar; Bossuet's History; Christian doctrine; Diocesan catechism.

Sophomore Class.

Latin: Virgil; Livy; Arnold's Composition. Greek: Xenophon's Memorabilia. History: Fredet's Ancient. English: Quackenbos' Rhetoric; Composition and Declamation. Mathematics: Integral Calculus; Natural Philosophy; Christian doctrine; Diocesan catechism.

Junior Class.

Latin: Horace; Tacitus; Latin Essays; Prosody. Greek: Homer and Demosthenes. History: Fredet's Modern. English: Blair's Rhetoric; Lectures on Rhetoric; Essays and Declamation. Chemistry: Youmans. Astronomy: Guy. Christian doctrine: Perry's Instructions (new ed).

Senior Class.

Mental Philosophy: Rothenflue. Ethics: Iiberatore. Chemistry: Youmans. Natural Philosophy: Olmstead. Astronomy: Guy. Ecclesiastical History: Alzog. English: English Essays and Literature and Declamation.

The two classes in the preparatory department comprise the studies necessary to qualify the students to enter the collegiate department.

10. EXERCISES.

All the classes are exercised each week in English and Latin composition. The professors criticise these productions before the members of the classes. Great attention is paid to rhetorical English and classical latinity.

Every Saturday afternoon is devoted in all the classes to declamation of selections from standard authors. When the members of the classes are deemed qualified, they are required to compose and declaim original pieces.

Dramatic exercises are of frequent occurrence during the year.

Four debating and literary associations afford ample facilities to all students for exercise in extemporaneous speaking. One half day each is afforded to this exercise.

Three reading rooms and libraries are at all times at the option of the students of all the classes. Besides by special regulations the students have recourse to the general library of about 6,000 volumes. The recreation grounds are extensive and afford every facility for physical exercise. Ample provisions for bathing are made.

11. EXHIBITION.

There is but one public exhibition which is held on the annual Commencement day. There being as yet no prize founded in the seminary, suitable books were awarded as prizes on the Commencement day.

12. EXAMINATIONS.

There are three regular examinations. Two general and one particular. The particular examination is made when the student enters the seminary. This is in order to assign him to suitable classes. The first of the general is made some days before the close of the first term,

January thirty-first. At this time the students who have proved themselves worthy are promoted to higher studies: Those not worthy are required to continue the same. The second general examination precedes the Commencement day, and at it premiums of books are awarded to those of the class showing the greatest proficiency.

Those who pass satisfactory examinations in the subjects of study of the whole course are awarded the proper diplomas.

13. MODE OF INSTRUCTION.

In all the classes text-books are used. The professor may, as he thinks necessary, deliver lectures on the particular portions of the subject-matter, but as a rule, all study and instruction are according to the class text-book. The students are daily required to account for their studies.

14. DISCIPLINE.

The rules of discipline are contained in the book of seminary rules. These are read and explained to the students twice in the year, and oftener, if deemed expedient.

The most particular rules are, that the students are to observe silence at all times not allotted as recreation time; that they must promptly obey the bell; that they must not leave the bounds of the seminary grounds without proper permission; that they must report to the prefect of discipline when they return, and that they must promptly obey the directions of the prefect and professors.

The students are influenced by religion and a sentiment of honor to observe the rules. Punishments are rare, but, when they are inflicted, they consist of extra tasks of study, privation of recreations and public admonitions, etc.

Use of intoxicating drinks within the seminary grounds, introducing them into the institution and excess in drink under any circumstances; persistence in immoral and profane conversations are all causes of expulsion.

Students who either refuse to learn or are unable to do so, are either dismissed or recalled by their parents or guardians.

15. GRATUITOUS AID.

Though no fund has been established for students destitute of means to educate themselves, the seminary each year, as a work of charity, maintains several.

16. STATUTES OR BY-LAWS.

The president and his assistants conduct the seminary according to rules enacted for such institutions, by the order to which it belongs. The board relies entirely upon these rules.

17. DESCRIPTION AND VALUE OF SEMINARY PROPERTY.

The land belonging to the seminary, and upon which the seminary buildings are erected, comprises two lots amounting in the aggregate to two hundred and ninety-four acres, situated in the town of Lewiston, and county of Niagara. It fronts one-half mile on the Niagara river.

It is valued at.....	\$30,000 00
The seminary edifice proper consists of one stone building 211 feet front, five stories high with two wings running to the rear; one, 136 feet long, and the other 100 feet long. These wings are four stories high. Besides these, there are a number of accessory buildings, such as boiler-house, gas-house, music-hall, bake-house, etc. All the buildings are valued at.....	150,000 00
(All the buildings are heated by steam, and lighted by gas manufactured on the premises.)	
The library (number of volumes, 6,000) valued at.....	9,000 00
The museum.....	1,000 00
Philosophical and chemical apparatus.....	2,000 00
Furniture.....	3,000 00
Total.....	<u>\$195,000 00</u>

18. DEBTS.

Two mortgages on whole property.....	\$45,000 00
Various floating debts.....	48,000 00
Total.....	<u>\$93,000 00</u>

19. REVENUE.

(The fees for the board and tuition of the students, and the products of the farm are the only sources of revenue.)

Fees for board, tuition, etc.....	\$40,660 00
Products of the farm.....	5,262 00
Total.....	<u>\$45,922 00</u>

20. EXPENDITURES.

Taxes	\$150 00
Interest	4,800 00
Fuel and gas.....	4,391 00
Insurance.....	1,000 00
Salaries.....	1,400 00

Improvements	\$16,000 00
Board of students	28,600 00
Total	<u>\$56,341 00</u>

21. TABULAR STATEMENT.

Course of studies	2
Number of professors and assistants	18
Number of students, collegiate	155
Number of graduates at last Commencement	3
Number of honorary	None
Whole number of graduates	19
Value of buildings and land	\$180,000 00
Value of library	9,000 00
Value of philosophical and chemical apparatus	2,000 00
Revenue	45,922 00
Expenditures	56,341 00
Amount of debts	<u>93,000 00</u>

20. PRICE OF TUITION.

Board, tuition and washing, \$262; music, piano, sixty dollars; violin, forty dollars; organ, sixty dollars; flute, forty dollars; clarionette, forty dollars.

23. CLOSE OF REPORT.

The above report was made by the trustees at a called meeting of their board held at the Seminary of Our Lady of Angels, Suspension Bridge, N. Y., on the 22d of November, 1876, at which time they authorized the chairman, secretary and treasurer of the board, to sign, seal and transmit it to the Board of Regents of the University of the State of New York.

ROBERT E. V. RICE, *Chairman.*
P. V. KAVANAGH, *Secretary.*
M. CAVANAUGH, *Treasurer.*

MEDICAL COLLEGES.

XXV. COLLEGE OF PHYSICIANS AND SURGEONS (MEDICAL DEPARTMENT OF COLUMBIA COLLEGE), NEW YORK CITY.

To the Regents of the University of the State of New York:

The trustees of the College of Physicians and Surgeons, Medical Department of Columbia College, New York city, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 31st day of October, 1876, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject-matters following, viz.:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during said year, as established by the trustees, were the following:

1. Anatomy. 2. Physiology and Hygiene. 3. Chemistry and Medical Jurisprudence. 4. Pathology and Practical Medicine. 5. Surgery. 6. Obstetrics and Diseases of Women and Children. 7. Clinical Medicine. 8. Materia Medica and Therapeutics. 9. Venereal Diseases. 10. Diseases of the Eye and Ear. 11. Diseases of the Skin. 12. Diseases of the Mind and Nervous System. 13. Clinical and Military Surgery. 14. Laryngoscopy and Diseases of the Throat.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

The following are the names and residences of the trustees of said college:

Edward G. Ludlow, M. D., Yonkers, N. Y.

John P. Crosby,* New York city.

Gurdon Buck, M. D., New York city.

Daniel D. Lord, New York city.

James W. Beekman, New York city.

Benjamin R. Winthrop, New York city.

Edward L. Beadle, M. D., Vice-President, Poughkeepsie, N. Y.

Hon. Fred. A. Conkling, New York city.

* Died September 19, 1876.

Rev. Sullivan H. Weston, D. D., New York city.
 William Betts, New York city.
 Cambridge Livingston, Treasurer, New York city.
 Jared Linsly, M. D., New York city.
 John J. Crane, M. D., New York city.
 Ellsworth Eliot, M. D., Registrar, New York city.
 James L. Banks, M. D., New York city.
 Robert G. Remsen, New York city.
 Edward Delafield, Jr., New York city.
 Willard Parker, M. D., New York city.
 John G. Adams, M. D., New York city.
 John Sherwood, New York city.
 Frederick A. P. Barnard, LL. D., S. T. D., New York city.
 Samuel T. Hubbard, M. D., New York city.
 Alfred S. Purdy, M. D., President of the Alumni Association, New York city.
 Thomas F. Cock, M. D., New York city.
 Alonzo Clark, M. D., *ex officio* President of the college, New York city.
 One vacancy.

The faculty of said college, including all persons charged with the duty of giving public instruction therein, during the said year, consisted of one or more professors for each of the subjects enumerated in the preceding section, a demonstrator and an assistant demonstrator of anatomy, and six lecturers of the summer session.

The other officers and servants of the medical department of said college, charged with duties therein other than those of public instruction, during said year, were a vice-president, registrar, treasurer, curator, librarian, clerk and janitor.

The names of the several persons holding offices or places in said college, during said year, with the offices or places held by them respectively, and the salaries or annual compensation for official services allowed to each of them, were as follows:

Alonzo Clark, as President, no salary; Professor of Pathology and Practical Medicine. Fees.

Henry B. Sands, M. D., Professor of Anatomy. Fees.

Thomas T. Sabine, M. D., Adjunct Professor of Anatomy. Fees.

John C. Dalton, M. D., Professor of Physiology and Hygiene. Fees.

John G. Curtis, M. D., Adjunct Professor of Physiology and Hygiene. Fees.

Samuel St. John,* M. D., Professor of Chemistry and Medical Jurisprudence. Fees.

* Died September 9, 1876.

Charles F. Chandler, M. D., Adjunct Professor of Chemistry and Medical Jurisprudence. Fees.

Thomas M. Markoe, M. D., Professor of Surgery. Fees.

Willard Parker, M. D., Professor of Clinical Surgery. No salary.

T. Gaillard Thomas, M. D., Professor of Obstetrics and Diseases of Women and Children. Fees.

James W. McLane, M. D., Adjunct Professor of Obstetrics and Diseases of Women and Children. Fees.

Francis Delafield, M. D., Adjunct Professor of Pathology and Practice of Medicine. Fees.

Edward Curtis, M. D., Professor of Materia Medica and Therapeutics. Fees.

John T. Metcalf, M. D., Professor of Clinical Medicine. No salary.

William Detmold, M. D., Emeritus Professor of Clinical and Military Surgery. No salary.

Fessenden N. Otis, M. D., Clinical Professor of Venereal Diseases. No salary.

Cornelius R. Agnew, M. D., Clinical Professor of Diseases of the Eye and Ear. No salary.

William H. Draper, M. D., Clinical Professor of Diseases of the Skin. No salary.

Abraham Jacobi, M. D., Clinical Professor of Diseases of Children. No salary.

George M. Lefferts, M. D., Clinical Lecturer on Laryngoscopy and Diseases of the Throat. No salary.

Charles McBurney, M. D., Demonstrator of Anatomy. Fees.

Charles Kelsey, M. D., Assistant Demonstrator of Anatomy. Fees.

Faculty of the Spring Session.

James L. Little, M. D., Lecturer on Operative Surgery and Surgical Dressings. Fees.

George G. Wheelock, M. D., Lecturer on Physical Diagnosis. Fees.

A. Brayton Ball, M. D., Lecturer on Diseases of the Kidneys. Fees.

Robert F. Weir, M. D., Lecturer on Diseases of the Genito-urinary Organs. Fees.

Frank E. Beckwith, M. D., Lecturer on Diseases of Children. Fees.

Matthew D. Mann, M. D., Lecturer on the Microscope as an aid to Diagnosis. Fees.

George B. Fowler, M. D., Curator of the College Museum.

Gouverneur M. Smith, M. D., Librarian.

Edward T. Boag, Clerk.

Andrew Laughlin, Janitor.

3. NUMBER OF STUDENTS.

The whole number of students attending the regular course of instruction, during said year, was 434.

The whole number of graduates at the last annual Commencement, held in March, was ninety-three.

The whole number of graduates in medicine is 3,142.

The age of graduates being required by law to be twenty-one years, none have been admitted to the degree under that age. The average age of graduates, at the last Commencement, was over twenty-one years, precisely how much cannot be stated, as information on this subject, beyond that required by the law above stated, is not asked for.

4. CLASSIFICATION OF STUDENTS.

The students attending said college are not classified. The majority attend a part of the lectures each year, so as to complete two full courses at least, during the three years course of study required by law.

5. COLLEGE TERM OR SESSION FOR STUDY.

The term or session in said college, during said year, was the following: Winter session, from October 1, 1875, to March 1, 1876. Spring session, from March 13 to June 10, 1876.

The present college term or session began October 2, 1876, and will end early in March, 1877.

6. MODE OF INSTRUCTION.

The plan of instruction embraces didactic lectures with demonstrations, clinical teaching, recitations and personal instruction in subjects involving physical manipulation.

During the winter session, five or six didactic lectures are daily given by the faculty on the subjects mentioned in section "two" of this report. In addition, five series of four lectures each were given during the last session on special subjects, viz.:

On Clinical Medicine, by Professor Draper; Injuries and Diseases of the Nerves, by Professor Seguin; "Healthy Homes," by Dr. S. O. Vanderpoel; and on Medical Jurisprudence, by Col. Wm. P. Prentice, Ph. D.

In the spring session, two didactic lectures are given daily by the faculty of the spring session. In these lectures, the subjects are treated of in greater detail than is possible in the winter course.

The students of the college receive instruction in the extensive hospitals, dispensaries, and infirmaries of the city, in which members of the faculty have official positions. Ten clinics are held weekly, during the year, in the college building; at which, during the year past, 5,600 cases, embracing every variety of disease, were registered.

Cases of obstetrics are furnished to advanced students, who are assisted by the professor in this department in any unusual difficulty.

The faculty have established a system of examinations in all branches taught during the year, by several physicians. Forty dollars is charged for the winter session and thirty dollars for the summer session, or sixty dollars for the year. It is voluntary with the students to avail themselves of the course, or seek instruction from other physicians.

Provision is made for special instruction for those students who desire it, in practical chemistry, by the professor of chemistry or his assistants; in physical examination of the eye, by Herman Knapp, M. D.; in operative and minor surgery, by Professor Sabine and James L. Little, M. D.; in physical diagnosis, by George G. Wheelock, M. D.; in otology, by Albert H. Buck, M. D.; and in laryngoscopy, by George M. Lefferts, M. D. The fee for each of these courses is from ten dollars to fifteen dollars.

The practice of taking notes at the lectures and clinics is very general, though not compulsory. The principal test of scholarship is in the examination for the degree of Doctor of Medicine. The attendance upon lectures, though not compulsory, is very general. Every student is under the instruction of a preceptor selected by himself, who has the oversight of his studies and recitations, and from whom he receives the certificate of three years of study, as required by law.

7. DISCIPLINE.

The students of the college are expected to observe the rules of conduct adopted by gentlemen. There has been, during the past year, no case requiring discipline.

The faculty, from several years experience, believing that the offering of prizes for reports of clinical or didactic lectures, or for special subjects, is injurious to undergraduates, preventing their legitimate prosecution of the regular course of studies, have abolished all prizes heretofore offered to undergraduates, the Harsen prize excepted.

In place of these prizes, the faculty have established three prizes to be offered to members of the graduating class; the first of \$100, the second of fifty dollars, and the third of twenty-five dollars, to be given for general proficiency in examination.

The ten students who shall, at the final examination, show most proficiency in the several studies and present the most acceptable theses, shall be entitled to "diplomas of honor." They will be entitled to compete for the three prizes. The examination for these prizes shall be conducted by the faculty in public, and the awards shall be made by a committee consisting of the president of the college, the president of the Alumni Association, and a resident alumnus selected by them.

The Harsen prizes, one of \$150, one of seventy-five dollars, and one of twenty-five dollars, are awards for clinical reports of cases of the New York hospital. With each of these amounts a bronze medal is also given.

The Alumni Association has a fund, the principal of which is now \$3,822, from the interest of which, for the ensuing year, a prize of \$250 is offered to the graduates of the college for the most meritorious essay upon any subject connected with medical science.

The relatives of the late Prof. Joseph Mather Smith have established a fund for a prize of \$100 annually, for a meritorious essay upon some subject connected with practical medicine or hygiene. The graduates of the college, and members of the graduating class, may compete for this prize.

The Stevens triennial prize, derived from a fund which yields \$200 once in three years, is offered for universal competition. The essays for this prize must be upon subjects announced by a committee which decides upon their merits. The names of successful competitors are announced at the Commencement and printed in the catalogue of the college.

8. GRATUITOUS.

The college does not afford gratuitous aid to indigent students. Theological students are admitted to all the lectures after paying the matriculation fee, but there were no matriculants of this class during the past year.

9. STATUTES OR BY-LAWS OF THE COLLEGE.

During the last collegiate year, there was no business of importance transacted, besides that required by the ordinary routine of the college, excepting that mentioned under other headings of this report.

The by-laws and regulations of the college are those approved by your honorable body on the 21st day of February, 1864.

10. EXAMINATIONS AND GRADUATION.

Those who pay the matriculation fee are enrolled as students of the college. Before receiving the degree of Doctor of Medicine, they must have furnished a certificate that they have studied medicine for three years under a regularly authorized physician; that they are at least twenty-one years old, and have a good moral character, and they must have passed a satisfactory examination. It is also required of them to write an acceptable thesis upon some subject connected with the medical profession, and to pay the graduation fee.

The examinations are oral, before the professors individually, and are continued during several evenings, as the number of candidates may

require. Five members of the board of trustees, physicians, are appointed by the president, annually, to attend the examinations. If found qualified, as certified to by the faculty and the committee of trustees, the degree of Doctor of Medicine is conferred upon the successful candidate.

11. DESCRIPTION AND VALUE OF BUILDINGS, ETC.

1. The lot, upon which is the college building, is situated at the north-eastern corner of Fourth avenue and East Twenty-third street; ninety-eight feet nine inches on the avenue, and seventy-five feet on East Twenty-third street. The size of the building is ninety-eight feet nine inches by sixty-five feet. The value of this property is estimated at \$150,000.

2. The college library, in fair preservation, contains about 1,200 volumes, and may be estimated at \$1,000.

3. The chemical and philosophical apparatus belongs to the individual professors who have use for it. The college possesses a valuable cabinet of *Materia Medica*, the gift of the late Professor John B. Beck, Dr. J. Smythe Rogers, and other persons; also, anatomical and pathological preparations, plates, casts and drawings; the value of which, with the Cabinet of *Materia Medica*, is not less than \$3,500.

The total amount of the above values is \$154,500.

12. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

The college owns in trust fifty-three shares of the United States Trust Company,* New York city, which was given by the late Jacob Harsen, a graduate of the college,

par value	\$5,300 00
Also, consolidated stock bonds, city of New York (Croton Aqueduct), amounting to.....	4,000 00
And cash awaiting investment.....	1,181 65
	<hr/>
	\$10,481 65
	<hr/>

The college has also a sinking fund amounting to (October 31, 1876) \$7,531.16.

13. DEBTS.

The debts upon the real estate owned by the college amounted, at the close of the last collegiate year, to \$81,723.58. Upon \$60,723.58, interest was paid at the rate of seven per cent. The remainder, \$21,000, is a debt upon which no interest is paid.

* Of which thirty-five shares were, and the remaining eighteen shares are, an accumulation.

14. REVENUE.

1. Amount collected or considered collectible, during said year, on account of matriculation fees.....	\$1,985 00
Graduation fees.....	2,850 00
2. Interest on income of funds or rents of buildings accrued during said year, collected or considered collectible..	7,650 00
3. Income from any other and what source.....	
	<hr/>
	\$12,485 00
	<hr/>

15. EXPENDITURES.

Amount paid or payable on liabilities incurred during said year on the following accounts :

1. For interest, during said year, on debts due from the college	\$4,250 64
2. For repairs of college property.....	1,089 71
3. For all incidental expenses, not included in the above..	9,947 33
	<hr/>
	\$15,287 68
	<hr/>

16. FEES.

Matriculation fee, five dollars. Graduation fee, thirty dollars. Full course of lectures, \$140. Ticket of the demonstrator of anatomy, ten dollars.

17. TABULAR STATEMENT.

Number of professors.....	20
Number of lecturers.....	6
Number of students during the last year.....	434
Number of graduates during the last year.....	93
Whole number of graduates	3,142
Value of college buildings and grounds.....	\$150,000 00
Value of library and apparatus.....	1,000 00
Amount of matriculation fees received during last year...	1,985 00
Amount of graduation fees received during last year.....	2,850 00
Total revenue during the year.....	12,485 00
Total expenditure during the year.....	15,287 68
Amount of debts of the college.....	81,723 58
	<hr/>

18. REMARKS.

During the past year the college has sustained a great loss in the death of Samuel St. John, M. D., who had filled the chair of chemistry and medical jurisprudence for more than twenty years.

Charles F. Chandler, Ph. D., Adjunct Professor of Chemistry and Medical Jurisprudence in the college, will deliver the course of lectures heretofore divided between Professor St. John and himself.

19. CLOSE OF THE REPORT.

This report was prepared by a committee of the members of the board of trustees, appointed by the president at a previous meeting. It was then submitted to the trustees at a quarterly meeting, and, having received their approval, it was ordered to be sent to the honorable Board of Regents of the University of the State of New York, signed by the president, registrar and treasurer, and sealed with the seal of the college.

A. CLARK, *President of the College.*

[L. S.]

CAMBRIDGE LIVINGSTON, *Treasurer, etc.*

ELLSWORTH ELIOT, *Registrar.*

XXVI. MEDICAL DEPARTMENT OF THE UNIVERSITY OF THE CITY OF NEW YORK.

[No report for the past year has been received, beyond the items included in the "Tabular Statement" annexed to these reports of colleges.]

XXVII. ALBANY MEDICAL COLLEGE (MEDICAL DEPARTMENT OF UNION UNIVERSITY).

[No report has been received from this institution for the collegiate year 1875-76.]

XXVIII. MEDICAL DEPARTMENT OF THE UNIVERSITY OF BUFFALO, ERIE COUNTY.

To the Regents of the University of the State of New York :

The Council of the University of Buffalo, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year, ending February 22, 1876, containing a just and true statement of facts, showing the condition of the Medical Department of said University during and at the close of said year, in respect to the several subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

1. Materia Medica and Hygiene.
2. Obstetrics and Diseases of Women and Children.
3. Principles and Practice of Surgery and Clinical Surgery.
4. Chemistry and Pharmacy.
5. Principles and Practice of Medicine and Clinical Medicine.
6. Special Surgery.
7. General and Descriptive Anatomy.
8. Physiology and Microscopy.

2. COUNCIL, FACULTY AND OTHER COLLEGE OFFICERS.

———, Chancellor of the University.

Council.

Orasmus H. Marshall, President.

James Hollister, Treasurer.

George Hadley, Secretary.

Elbridge G. Spaulding.

George Hadley.

George R. Babcock.

Thomas F. Rochester.

Orlando Allen.

George S. Hazard.

James T. White.

George E. Hayes.

John Wilkinson.

Julius F. Miner.

John D. Shepard.

Joseph Warren.

James Hollister.

James N. Mathews.

Milton G. Potter, member elect from the faculty.

Mayor of the city of Buffalo, *ex-officio*.

The faculty of said University during said year consisted of nine professors and the Demonstrator of Anatomy.

The names are as follows :

1. Charles Broadhead Coventry, Emeritus Professor of Physiology and Medical Jurisprudence.
2. James P. White, Professor of Obstetrics and Diseases of Children.
3. George Hadley, Professor of Chemistry and Pharmacy.
4. Thomas F. Rochester, Professor of Principles and Practice of Medicine and Clinical Medicine.
5. Edward M. Moore, Professor of Principles and Practice of Surgery.
6. William H. Mason, Professor of Physiology and Microscopy.
7. Julius F. Miner, Professor of Special Surgery.
8. Milton G. Potter, Professor of Anatomy.
9. E. V. Stoddard, Professor of Materia Medica and Hygiene.
10. William C. Phelps, Demonstrator of Anatomy.

3. NUMBER OF STUDENTS.

The whole number of students attending the regular course of instruction was one hundred and twenty-two (122).

The number of graduates thirty-four (34).

The annual Commencement was held February 22, 1874.

No one was admitted to examination for graduation who was not twenty-one years old, and who had not been studying medicine three years.

The average age of graduates was twenty-five years.

4. CLASSIFICATION OF STUDENTS.

Number first course students.....	65
Number second course students	34
Number third course students	<u>23</u>

5. COLLEGE TERM.

The regular lecture term commenced on the 1st Wednesday in November, 1875, and continued sixteen weeks.

There was a preliminary term of four weeks devoted to practical dissections and clinical lectures at the hospitals.

6. MODE OF INSTRUCTION.

The terms or sessions for study in the Medical Department of said college, during said year, were the following :

The regular lecture term, commencing the 1st Wednesday in November, 1875, and continuing sixteen weeks, and a preliminary term of four weeks devoted to dissections and clinical lectures in the hospitals.

The instruction was by lectures, demonstrations, clinical instructions and recitations in the science of medicine, surgery, and the collateral

sciences. Each professor examines the student upon the lectures of the preceding day. The number of lectures during each day was five.

7. DISCIPLINE.

No occasion for the exercise of this power occurred.

No provision for gratuitous instruction was made, and it is not deemed desirable that any such provision be made.

8. STATUTES AND BY-LAWS.

The Regents are respectfully referred to the annual circular for the general regulations of the medical department of the University.

9. DESCRIPTION AND VALUE OF THE COLLEGE BUILDINGS.

The building occupied by the Medical Department of the University is a stone edifice, situated on the corner of Main and Virginia streets, and is fifty-four feet in width by 100 in depth, four stories high, and contains ample and convenient rooms for dissections, museum, lectures, and all the different departments of medical instruction.

About \$14,000 have been expended in the construction. The lot on which the building is placed has a depth of 200 feet and an average width of seventy-five feet, and is worth at least \$5,000. The library contains a few hundred volumes.

The chemical and philosophical apparatus, etc., is the property of the Professor of Chemistry and Pharmacy. The Anatomical and Pathological Museum and Cabinet of Materia Medica are valued at \$600.

This does not include the private property of the several professors deposited in the museum and used in the courses of instruction.

10. OTHER COLLEGE PROPERTY.

The college possesses no other property.

11. DEBTS.

There is due on the lot and buildings \$5,000, secured by bond and mortgage.

12. EXPENDITURES.

The income derived from the graduation and matriculation fees was expended in the payment of incidental expenses, as fuel, light, janitor, repairs and interest on the debt.

13. FEES.

Matriculation fee	\$5 00
Graduation fee.....	25 00
Dissecting ticket (demonstrator's).....	5 00
Full course of lectures.....	75 00
Perpetual ticket	125 00
	<u> </u>

14. EXAMINATION AND GRADUATION.

The examination for graduation is held before a joint board, consisting of the faculty and curators. It is conducted orally, and is continued for a longer or shorter time till every member of the board is satisfied as to the qualifications of each candidate. Finally, the vote on each individual is taken by ballot.

For further particulars the Regents are respectfully referred to the accompanying circular.

15. REMARKS.

The hospitals of the Sisters of Charity and the Buffalo General Hospital are situated within easy reach of the college and afford ample clinical material.

The professors of medicine and surgery are attending medical officers of the hospitals from October first to March first in each year. The students visit the hospitals with the attending physician and surgeon, and two half days in each week are occupied in clinical instructions in hospitals.

These facilities are extended by outside patients who come before the class for medical treatment or surgical operations.

The foregoing report is respectfully submitted by the undersigned, with the seal of the University of Buffalo attached, in behalf of the council of said University.

[L. S.]

O. H. MARSHALL, *President.*

THOS. F. ROCHESTER, *Acting Dean.*

BUFFALO, *January 29, 1877.*

XXIX. LONG ISLAND COLLEGE HOSPITAL, BROOKLYN, KINGS COUNTY.

To the Regents of the University of the State of New York:

The Regents of the Long Island College Hospital, in compliance with a requisition of the Regents of the University of the State of New York, respectfully submit the following report for the last collegiate year, ending on the 30th of June, 1876, containing a just and true statement of facts, showing the condition and progress of said college during and at the close of said year, in respect to the several subject-matters following, viz. :

1. REGENTS AND OFFICERS.

Officers.

Thomas H. Rodman, Esq., president.

Reuben W. Ropes, Esq., vice-president.

William J. Osborne, Esq., secretary.

William H. Dudley, M. D., treasurer.

Collegiate Committee.

T. L. Mason, M. D., president of

Collegiate Department.

William H. Dudley, M. D.

Hon. Jesse C. Smith.

C. L. Mitchell, M. D., secretary.

Thomas H. Rodman, Esq.

Council.

T. L. Mason, M. D.

C. L. Mitchell, M. D.

W. H. Dudley, M. D.

J. Sullivan Thorne, M. D.

Regents.

F. W. Keutgen, Esq.

Reuben W. Ropes, Esq.

Orville Oddie, Esq.

R. J. Dodge, Esq.

Francis E. Dodge, Esq.

C. L. Mitchell, M. D.

John C. Southwick, Esq.

John C. Beale, Esq.

Cornelius Dever, Esq.

Hon. Samuel Sloan.

J. H. Prentice.

Charles S. Christmas, Esq.

Simeon B. Chittenden, Esq.

William B. Hunter, Esq.

Joseph Ripley, Esq.

Tasker H. Marvin, Esq.

T. L. Mason, M. D.

Horace Webster, Esq.

George W. Mead, Esq.

H. D. Polhemus, Esq.

Hon. Demas Barnes.

Hon. Jesse C. Smith.

H. C. Dyke.

2. FACULTY OF THE COLLEGE.

Samuel G. Armor, M. D., LL. D., Professor of the Principles and Practice of Medicine and Clinical Medicine and Dean of the Faculty.

Corydon L. Ford, M. D., Professor of Anatomy.

George W. Plympton, A. M., Professor of Chemistry and Toxicology.

Alexander J. C. Skene, M. D., Professor of the Medical and Surgical Diseases of Women and Diseases of Children.

Daniel Ayres, M. D., LL. D., Emeritus Professor of Surgical Pathology and Clinical Surgery.

Jarvis S. Wight, M. D., Professor of the Principles and Practice of Surgery and Clinical Surgery, and Registrar.

Joseph H. Raymond, M. D., Professor of Physiology and Microscopic Anatomy.

Edward Seaman Bunker, M. D., Professor of the Principles and Practice of Obstetrics and Clinical Obstetrics.

John D. Rushmore, M. D., Lecturer on Materia Medica and Therapeutics.

George K. Smith, M. D., Lecturer on Venereal Diseases.

J. S. Prout, M. D., Lecturer on Diseases of the Eye.

Arthur Mathewson, M. D., Lecturer on Diseases of the Ear.

Lewis D. Mason, M. D., Lecturer on Surgical Anatomy.

Frederick H. Colton, M. D., Demonstrator of Anatomy.

Henry N. Read, M. D., Assistant to the Chair of Diseases of Children.

Edward J. Harvey, M. D., Assistant to the Chair of Surgery.

George H. Atkinson, M. D., Assistant to the Chair of Practice and Assistant Demonstrator of Anatomy.

George W. Cushing, M. D., Assistant to the Chair of Diseases of Women.

3. FACULTY OF READING TERM.

Jarvis S. Wight, M. D., Lecturer on Physical Science.

Joseph H. Raymond, M. D., Lecturer on Histology.

Edward Seaman Bunker, M. D., Lecturer on the Principles of Obstetrics.

Lewis D. Mason, M. D., Lecturer on the Principles of Surgery.

Frederick H. Colton, M. D., Demonstrator of Anatomy.

John D. Rushmore, M. D., Lecturer on Materia Medica.

Lewis S. Pilcher, M. D., Lecturer on Anatomy.

Benjamin F. Westbrook, M. D., Lecturer on Surgical Pathology and Junior Assistant Demonstrator of Anatomy.

John A. McCorkle, M. D., Lecturer on the Principles of Medicine.

Thomas R. French, M. D., Lecturer on Physiology.

Edward J. Harvey, M. D., Lecturer on Chemistry.

4. NUMBER OF STUDENTS.

The whole number of students attending the regular course of instruction, during said year, was 102.

The whole number of graduates of the last annual Commencement, on the 22d June, 1876, was forty-five. The average age of the graduates at the last Commencement was probably twenty-four years, no candidate having been admitted to the degree under the legal age of twenty-one years.

5. CLASSIFICATION OF STUDENTS.

Number of first course students	34
Number of second course students	38
Number of third course students	22
Number of fourth course students	8
	<hr/>
Whole number	102
	<hr/>
Number of graduates in medicine attending lectures	3
Of whom received an <i>ad eundem</i> degree	1
Number of graduates	45
	<hr/>

6-10. COLLEGE TERM, MODE OF INSTRUCTION, ETC.

- Term of recitations from October first to March first.
- Term of lectures from March first to June twenty-second.
- Mode of instruction remained the same as before.
- Discipline same as before.
- No changes have been made in college buildings.

11, 12. REVENUE AND EXPENDITURES.

1. Matriculation fees	\$510 00
Graduation fees	1,125 00
	<hr/>
	\$1,635 00
	<hr/>
2. Tickets	\$6,250 00
	<hr/>
Expenses	\$5,125 00
	<hr/>

13. EXAMINATION AND GRADUATION.

The examination was verbal, being conducted in presence of council and faculty. The qualifications of the graduates were better than usual.

Respectfully submitted.

J. S. WIGHT, M. D., Registrar.

XXX. NEW YORK HOMŒOPATHIC MEDICAL COLLEGE,
NEW YORK CITY.

To the Regents of the University of the State of New York :

This institution has entered upon its seventeenth year, and it is my pleasure to report the largest class of matriculants ever assembled within its walls, numbering for the present session, 1876, 146 students. The Senior or Graduating Class numbers fifty-five.

1. TRUSTEES OF THE COLLEGE.

Hon. Salem H. Wales, president.	B. S. Walcott.
Edmund Dwight, vice-president.	B. F. Joslin, M. D.
George W. Clarke, secretary.	L. Hallock, M. D.
H. N. Twombley, treasurer.	Charles Lanier.
Hon. William H. Wickham.	Sinclair Tousey.
Hiram Calkins.	Robert L. Stuart.
D. D. T. Marshall.	Elias C. Benedict.
John D. Van Buren.	Stephen S. Hoe.

2. OFFICERS OF THE FACULTY.

J. W. Dowling, M. D., Dean.	S. Lilienthal, M. D., president.
F. S. Bradford, M. D., secretary.	

3. FACULTY.

E. M. Kellogg, M. D., Emeritus Professor of Diseases of Women.	
T. F. Allen, M. D., Professor Materia Medica and Therapeutics.	
William Tod Helmuth, M. D., Professor Surgery.	
C. Th. Liebold, M. D., Professor of Ophthalmic Surgery.	
J. W. Dowling, M. D.,	} Professors of Practice of Medicine.
F. S. Bradford, M. D.,	
S. Lilienthal, M. D., Professor Clinical and Psychological Medicine.	
H. D. Paine, M. D., Professor of Institutes and History of Medicine.	
S. P. Burdick, M. D., Professor of Obstetrics.	
W. O. McDonald, M. D., Professor of Gynæcology.	
A. J. Ebell, M. D., Professor of Physiology.	
J. T. O'Connor, M. D., Professor of Chemistry and Toxicology.	
F. E. Doughty, M. D., Professor of Anatomy and Lecturer on Diseases of the Genito Urinary Organs.	
C. A. Bacon, M. D., Professor of Histology.	
R. H. Lyon, Esq., Professor of Medical Jurisprudence.	

4. SPECIAL LECTURERS.

P. E. Arcularius, M. D., Lecturer on Dermatology.

J. H. Thompson, M. D., Lecturer on Minor Surgery and Clinical Assistant to the Chair of Surgery.

St. Clair Smith, M. D., Adjunct to the Chair of Materia Medica.

W. N. Guernsey, M. D., Lecturer on Diseases of Children, with Clinics.

R. K. Valentine, M. D., Demonstrator of Anatomy.

5. CENSORS.

George E. Belcher, M. D.

B. F. Joslin, M. D.

E. E. Marcy, M. D.

S. Hallock, M. D.

J. McE. Wetmore, M. D.

The duty of the censors is, independent of the faculty of the college, to examine candidates passed by the faculty for graduation. If, in their opinion, any candidate or candidates are unfitted for practice, they have the power to refuse to recommend them to the board of trustees for the degree of Doctor of Medicine.

The servants of the college consist of a janitor and practical anatomy janitor.

The college session commences on the first Tuesday in October and ends about the first Tuesday in March following, lasting about forty-one weeks.

After defraying all the expenses of the college for the year, if there be a surplus, it is divided *pro rata* among the members of the faculty, according to the number of lectures delivered.

As is known, the New York college was the first to inaugurate the graded system of study. It was found impossible to immediately and exclusively maintain this newer and better system of medical instruction, not only on account of its novelty, but because of its tendency to overturn the older and more imperfect though time-honored customs and regulations of medical institutions; yet, the system gains rapidly in favor with both the earnest student and those of the profession who are endeavoring to raise the standard of medical education in this country. It is believed that ere long the exclusive adoption of the graded course will be demanded, and every effort is being made to accomplish such an ultimatum, although the system of lectures has been so arranged that it is possible to complete the entire course in two years.

The students are arranged in a Junior, a Middle, and a Senior Class, reference being had to their progress in study, previous college attendance and relative proficiency. Each class will pursue its own designated course of lectures and study, but advanced students may attend any of

the lectures or demonstrations of the Junior and Middle Classes which they desire to review.

In assigning students who have attended a partial course, due allowance is made for previous attendance.

Students of the Junior Class are required to attend the lectures on Chemistry, Descriptive Anatomy, Physiology, Hygiene, Institutes of Medicine, Elementary and Minor Surgery and Histology, with attendance on the Medical and Surgical Clinics.

It is intended that the instruction in each of these departments shall be so thorough as to satisfy the requirements of the censors and render a repetition of the same teaching in most cases unnecessary.

The Senior Class is instructed in the same careful manner in Surgery, Practice of Medicine, Materia Medica, Obstetrics, Diseases of Women and Children, History of Medicine, Mental Diseases, Medical Jurisprudence and Clinical Medicine. There are also several short courses on special departments of medical and surgical practice (such as diseases of the skin, venereal, etc.), which make the range of instruction in the practical branches more than usually extensive.

The Middle Class, for those who adopt the entire graded course, attend such lectures and instructions of the other two classes as are prescribed by the faculty.

As the aim of the faculty has been to graduate none but thoroughly qualified physicians, and believing that students could acquire a much better knowledge of medicine by spending the first year of study at the college instead of in the offices of their preceptors, in fact by adopting the three-year graded course system, a deduction was made from the regular rates for tuition as an inducement for students to attend three courses of lectures.

Heretofore the rate has been \$100 for each session. Now, to students who agree to adopt the graded course and spend at least three winters at the college, a ticket is furnished entitling them to attendance upon the lectures of the college, until such time as they shall see fit to present themselves for graduation, for the remarkably low sum of \$160. To all others the old rate is charged.

During the four years since the inauguration of this system, some sixty students have availed themselves of it. The students of the first two classes have already graduated; not one of them but was found fully qualified on his final examination, and nearly all the prizes, including the principal or faculty prize for the highest general average for the sessions of 1874-75, and 1875-76, were awarded to three-year graded course students.

The key-note of Therapeutic teaching here expounded and illustrated will, of course, continue to be the Hahnemannian formula, *Similia*

Similibus Curantur; but this college does not set itself up as the exclusive advocate of any school or phase of Homœopathy. Among its professors are men holding various opinions on those questions of Therapeutics that are still unsettled in our school, and there is no restriction upon the temperate promulgation and advocacy of their views. In the course of their pupilage, students will thus have the advantage of hearing discussed the principal points of theory and practice upon which opinions are divided, under conditions the best calculated to enable them to form a sound judgment.

Another feature in the curriculum is the strictness of the final examinations. The members of the faculty desire this point expressly understood, and take especial pride in the impartial and scrutinizing manner in which the final examinations of the candidates for graduation are conducted. Every applicant for the degree of the college must answer satisfactorily three distinct series of questions: First. Those propounded in writing, to which written answers are required. Second. Those given orally; and, Third. Those of the censors. The gentlemen composing the board of censors are not members of the faculty, and are thus enabled to form a more impartial idea of the proficiency of the student.

Examinations are held towards the end of each term.

Members of the Junior and Middle Classes may be examined on the branches they have pursued. That examination, if satisfactory, will be considered final as to those studies, and a certificate will be given to that effect. If found deficient in any department, a student of the graded course may apply for a second examination at the beginning of the next term.

Candidates for the degree of Doctor of Medicine must, in accordance with the law of the State of New York, be twenty-one years of age, of good moral character; must have studied medicine three years with a qualified physician in regular standing; must present a certificate of at least one course of *Practical Anatomy*; also, an acceptable thesis in his own handwriting, and must sustain such an examination in each department of the course as shall be satisfactory to the faculty and the censors. The thesis may be in Latin, German, French or English.

6. PRIZES.

A Faculty Prize.

In order to extend every incentive to the students for diligence and proficiency, it has been deemed proper to offer to that member of the graduating class, who stands highest in the examination scale, a faculty prize which, for the sessions of 1876-77, will be a valuable microscope.

Hon. Salem H. Wales, president of the board of trustees, has tendered a prize for the student showing the most proficiency in surgery.

Professor Allen offers a handsome medal to that student who prepares the best original investigation on the properties of any drug.

Professor Lilienthal also offers a prize for the best written account of his clinics during the winter.

Professor Helmuth presents a prize for the best written account of the surgical clinics.

Professor Burdick offers a prize for proficiency in his department.

Other prizes are also given by several of the professors.

7. FEES.

Fees for one course of lectures	\$100 00
Fee for graded course, including lectures for the entire term of three years or longer, issued only to students who agree to attend three courses of lectures ; invariably in advance,	160 00
Matriculation fee.....	5 00
Practical Anatomy	10 00
Graduation fee.....	30 00
Graduates of other medical colleges.....	50 00
Students who have attended two full courses at other medical colleges, or one at this, and one at some other college....	<u>50 00</u>

8. DISCIPLINE.

The class is in every respect an orderly one, and no occasion has offered for taking faculty action for conduct unbecoming a gentleman.

9. GRATUITOUS AID.

No provision is made in the college for the gratuitous education of indigent students ; but it is not uncommon for the faculty to donate a portion of the fees to clergymen and to indigent students, upon proper evidence that they are unable to meet the financial requirements of the college.

The occupancy of the college in the New York Ophthalmic Hospital building, wherein daily is held one of the largest and best conducted eye and ear clinics in America, allows the student a full opportunity of perfecting himself in ophthalmic and aural surgery, and to those who (having a taste therefor) propose devoting themselves to either of these specialties, the advantages thus afforded cannot be well over-estimated.

The surgeons of the Ophthalmic hospital are more or less associated with the college, and the additional course of lectures which are yearly given on these important branches have no superiors in New York city. No extra charge is made for these lectures.

A fair estimate of the widespread and extending usefulness of this charity may be inferred when it is stated that the last annual report showed a total of 7,000 patients treated, with about 25,000 prescriptions made.

The New York Homœopathic Dispensary is also under the same roof with the college, and furnishes an abundant supply of material for the various clinics. This institution has been in successful operation for a number of years, has an able corps of physicians and surgeons and treats about 125 patients per day.

The Homœopathic Medical Society of the county of New York and the Hahnemann Academy of Medicine also convene in the lower portion of the hospital building, and these meetings are open to the students of the college. During the past winter great interest was manifested in the deliberations and discussions of these bodies by the class, many members of which were regularly present. In this manner much valuable information pertaining to medical science and homœopathy is acquired, which must necessarily be omitted in the regular course of lectures.

Since the issuing of the last annual announcement, the city authorities have turned over to the homœopaths one of the most magnificent hospital buildings in the country, capable of accommodating some 700 patients. The hospital is now in active operation, under the immediate supervision of Dr. Talcot (a graduate of the New York college), as chief of staff. Six resident physicians and surgeons are appointed at the close of each college session to serve for one year, their board and washing being given them free. The examinations for these positions, which are competitive, are conducted by a committee from the medical staff, which consists of twenty-four of the most prominent physicians of New York, many of whom are connected with the college.

This hospital (as well as Charity, Bellevue, the New York, Roosevelt, the Presbyterian, and the various infirmaries of the city) is open to students of the Homœopathic Medical College, who are on a perfect equality with those of other colleges.

At the surgical clinics of the college, during the last session, there were always more patients than could be attended to, and a large number of operations were performed. Adjoining the amphitheater are two large and well ventilated wards for the reception of patients operated upon before the class.

The medical clinics were also well supplied with patients, and it was the endeavor of the professor, while he instructed the student in Symptomatology, to bring it side by side with the most advanced ideas of Pathology, as understood at the present time. These clinics gave general satisfaction and were largely attended.

Soon after the organization of the college, a society was formed among the students for mutual instruction called the Hahnemannian Society of the New York Homœopathic Medical College. This society meets twice each week in one of the lecture rooms of the college, and through its professors, who are appointed from its own numbers, each member is quizzed upon the lectures delivered in the college by the various members of the faculty. The officers of the society consist of a president, vice-president, secretary and treasurer, with a professor or quiz master for each branch taught in the college. At the close of the session, on the evening preceding the college Commencement, the Commencement of the society takes place. An address is delivered by its president, by a member of the college faculty, and sometimes by another prominent physician or layman of New York. A diploma, signed by the officers of the society, is presented by the president to each member belonging to the graduating class. The evening is always an enjoyable one, and one long to be remembered, particularly by the members of the society.

J. W. DOWLING, M. D., *Dean.*

XXXI. NEW YORK MEDICAL COLLEGE AND HOSPITAL FOR WOMEN, NEW YORK CITY.

To the Regents of the University of the State of New York:

The trustees of the New York College and Hospital for Women, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending October 1, 1876, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during said year, as established by the trustees, were the following :

Anatomy. Physiology. Chemistry. Surgery. Clinical Surgery. Materia Medica and Therapeutics. Principles and Practice of Medicine. Clinical Medicine. Obstetrics. Diseases of Women and Children. Histology. Medical Jurisprudence.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

The following is a list of the trustees of said college :

Mrs. D. E. Sackett, president.

Mr. Charles Butler, vice-president.

Mrs. C. D. Ely, treasurer.

Mrs. A. C. L. Botta, corresponding secretary.

Mrs. K. H. Browning, recording secretary.

Mrs. Edward Bayard.

Mrs. G. Gray.

Mrs. E. A. Lane.

Mrs. Peet.

Mrs. G. E. Vanderburg.

Mr. Isaac C. Kendall.

Mrs. S. Cutter.

Mr. Henry G. Stebbins.

Mrs. E. K. Harley.

Mr. David J. Ely.

Mrs. L. R. Smith.

The following persons constituted the board of instruction in said college during said year:

Names.	Professorships.	Salaries.
C. S. Lozier, M. D.....	Emeritus and Clinical Professor of Diseases of Women and Children.....	.....
S. Lilienthal, M. D.....	Principles and Practice of Medicine.....	\$250 00
A. K. Hills, M. D.....	Materia Medica and Therapeutics.....	250 00
William O. Macdonald, M. D.,	Diseases of Women	250 00
J. H. Carmichael, M. D.....	Anatomy.....	250 00

Names.	Professorships.	Salaries.
William T. Helmuth, M. D..	Clinical Surgery	\$250 00
E. Carlton, Jr., M. D.....	Surgery	250 00
P. E. Arcularius, M. D.....	Physiology	250 00
W. N. Guernsey, M. D.....	{ Obstetrics	350 00
Amelia Barnett, M. D.....		
Charles Avery, LL. D.....	Chemistry	250 00
A. W. Lozier, M. D.	Histology .....	.....
B. D. Penfield, A. M.....	Medical Jurisprudence.....	.....

Board of Censors.

Dr. John F. Gray.	Dr. Edward P. Fowler.
Dr. Lewis Hallock.	Dr. William W. Baner.
Dr. Henry D. Paine.	

Finance Committee.

Charles Butler.	David J. Ely.
Isaac C. Kendall.	Caroline D. Ely.
Henry G. Stebbins.	

3. NUMBER OF STUDENTS.

The whole number of students attending the regular course of instruction, during said year, was twenty-eight.

The number of graduates at the last annual Commencement was four.

The whole number of graduates in medicine is ninety-three.

None have been admitted to the degree under twenty-one years. The average age of the graduates at the last Commencement was about thirty years.

4. CLASSIFICATION OF STUDENTS.

The students attending said college are classified as follows :

Number attending their first course of lectures.....	18
Number attending their second course of lectures.....	6
Number attending their third course of lectures.....	<u>4</u>

5. FINANCIAL STATEMENT — COLLEGE TERMS OR SESSIONS.

The regular session commenced October and closed March, continuing twenty-four weeks. There was a spring term of six weeks.

The next college year will commence October seventeenth and continue twenty-eight weeks.

6. MODE OF INSTRUCTION.

Lectures are given by the professors in the several departments. The students take notes and are examined from day to day upon the subjects of preceding lectures.

7. DISCIPLINE.

There is generally a ready acquiescence in the requirements of students, and no such violation of rules as to require discipline occurred.

8. GRATUITOUS AID.

Fifteen students have attended the course of lectures without charge.

9. STATUTES OR BY-LAWS.

The same as heretofore reported.

10. EXAMINATIONS AND GRADUATION.

Candidates for matriculation must possess good moral character and have acquired a fair English education. Examinations for graduation are conducted by the individual professors. Those whose average standing is satisfactory are recommended for the degree. These are examined by the censors — not of the faculty — and the degree is conferred upon such candidates as are approved by a vote of four-fifths of them.

11. DESCRIPTION AND VALUE OF BUILDINGS.

The college grounds consist of eight city lots on the north east corner of Lexington avenue and Thirty-seventh street, New York. The library, chemical and philosophical apparatus and anatomical plates and models, remain essentially the same as represented in our last report. The total amount of these values is estimated at \$135,000, not taking account of any loss sustained in the general depreciation of real estate in the city.

12. VALUE OF OTHER COLLEGE PROPERTY.

The other property of the college is chiefly cash on loan amounting to \$3,655.88.

13. DEBTS.

There has been no debt contracted during the year. The debt incurred in the purchase of the present college property and remaining at the close of the previous year, has been reduced by the payment of \$20,000. There is still an indebtedness of \$70,000. The interest accruing is \$6,650; paid.

14. REVENUE.

1. Amounts collected during said year on account of	
Matriculation fees.....	\$120 00
Graduation fees.....	40 00
2. Interest	1,584 65

3. Income from other sources :

City excise fund	\$500 00
Board of apportionment	534 40
Donations, etc	18,000 00

Total amount of revenue..... \$20,779 05

15. EXPENDITURES.

Amount paid on liabilities incurred during said year on the following accounts :

Payment on debt	\$20,000 00
(1.) For interest during said year on debts due from the college	7,000 00
(2.) Repairs of college property.....	280 00
(3.) For all incidental expenses not included in above....	6,000 00

Total expenditures..... \$13,280 00

This amount covers the liabilities for the year, \$20,000, paid on debt.

16. FEES.

Matriculation fee	\$5 00
Graduation (diploma).....	10 00
Full course of lectures	50 00

17. TABULAR STATEMENT.

Number of professors	13
Number of lecturers.....	5
Number of students during the last year	28
Number of graduates last year	4
Whole number of graduates	93
Value of real estate, \$135,000 ; library, etc., \$3,000	\$138,000 00
Amount of matriculation fees, \$120 ; graduation fees, \$40,	160 00
Total revenue during the year	20,777 00
Total expenditures during the year	33,280 00
Amount of debt.....	70,000 00

At the annual meeting of the trustees, held October 23, 1876, the officers of the board were appointed a committee to make the report, by whom it is respectfully submitted.

D. E. SACKETT, *President.*

CAROLINE D. ELY, *Treasurer.*

XXXII. ECLECTIC MEDICAL COLLEGE OF THE CITY OF NEW YORK.

To the Regents of the University of the State of New York:

The trustees of the Eclectic Medical College of the city of New York, in compliance with the requisition of the Regents of the University, submit the following report for the last collegiate year, ending the 1st day of June, 1876.

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS AS ESTABLISHED BY THE TRUSTEES.

1. Anatomy. 2. Physiology. 3. Operative Surgery and Surgical Diseases. 4. Theory and Practice of Medicine. 5. Institutes of Medicine. 6. Materia Medica, Therapeutics and Pharmacy. 7. Obstetrics and Diseases of Women and Children. 9. Chemistry and Toxicology.

2. TRUSTEES.

Alexander Wilder, M. D., president.

Herman Boskowitz, M. D., vice-president.

Alexander Wilder, M. D., treasurer.

R. E. Kunze, M. D., corresponding secretary.

Robert S. Newton, M. D., recording secretary.

Benjamin Brandreth, M. D.

Simon P. Taft, M. D.

R. E. Kunze, M. D.

George A. Brandreth.

O. S. Gregory, M. D.

Samuel Sinclair, Esq.

William Moller, Esq.

John F. Cleveland, Esq.

Herman Boskowitz, M. D.

Henri L. Stuart, Esq.

William B. Clyde, Esq.

W. D. Chesbrough, M. D.

Canton C. Dyke, Esq.

Executive Committee.

Robert S. Newton, M. D.

Alexander Wilder, M. D.

O. S. Gregory, M. D.

Simon P. Taft, M. D.

Albert Lewis.

Censors.

O. S. Gregory, M. D.

Franklin N. Wright, M. D.

George W. Winterburn, M. D.

Maria B. Hayden, M. D.

H. G. Von Lillienschild, M. D.

3. FACULTY.

Robert S. Newton, M. D., Professor of Operative Surgery and Clinical Medicine.

Herman Boskowitz, M. D., Professor of Institutes of Medicine.

James M. Comins, M. D., Professor of Obstetrics and Diseases of Women and Children.

Samuel E. Mortimore, M. D., Professor of Anatomy and Minor Surgery.

Alexander Wilder, M. D., Professor of Physiology and Psychological Medicine.

William Archer, M. D., Professor of Toxicology and Medical Jurisprudence.

William H. Weaber, Ph. D., M. D., Professor of Chemistry and Pharmacy.

Orin Davis, M. D., Professor of Materia Medica and Therapeutics.

George W. Boskowitz, Ph. B., Assistant on Chemistry.

Mark Nivison, M. D., Demonstrator of Anatomy and Adjunct Professor of Physiology.

Graduates of Winter Class of 1875-76.

Albert G. Stalneck, West Virginia; Catharine A. Downing, Harlem, N. Y.; Christopher S. Best, Middleville, N.-Y.; Edward Vincent Filkins, Albany, N. Y.; Edward Julius Bremer, New York city; George Washington Boskowitz, Brooklyn; George Frederick Maercker, Newark, N. J.; Gilbert Dart, Jefferson, N. Y.; Gerard M. Beatty, Summit, N. J.; Hiram Pierce Hubbell, Jefferson, N. Y.; John Eaton Burris, Greenpoint, N. Y.; Richard Harris, Perth Amboy; Robert George Gahrar, Williamsburgh, N. Y.; Robert Safford Newton, Jr., New York city; Thomas Bellamy Newby, New York city.

Honorary.

A. L. Clinkscales, M. D., Macon, Ga.; Andrew J. Eaton, M. D., Bergen, N. Y.; Morris B. Eaton, M. D., Leroy, N. Y.; Samuel Haynes M. D.; Saranac, N. Y.; William Hitchman, M. D., Liverpool, Eng.; S. H. Potter, M. D., Hamilton, Ohio; A. B. Stewart, M. D., Alleghany, N. Y.; A. F. Sterling, M. D., New York city; John H. Wilson, M. D., Albany, N. Y.

Ad Eundem.

E. De F. Curtis, M. D., San Francisco, Cal.; Alexander Ross, M. D., Toronto, Canada.

Graduates of Spring Session, 1876.

E. L. Eastman, New York city; F. William Deichman, New York city; G. A. Sundamacher, New York city; J. S. Hudson, Chenango Forks, N. Y.; Mrs. M. W. Storkey, Brooklyn, N. Y.; Mrs. A. W. Taft, Newark, N. J.; O. E. Bradford, New York city; Orin Davis, Jr., Attica, N. Y.; Renatus Bachmann, New York city; S. R. Trenchard, New York city; S. J. W. Rock, New York city; T. H. Newell, New York city; N. L. Wright, New York city.

Degree Ad Eundem.

Joseph Hoorix, M. D., New York city; Silas S. Lyon, M. D., Newark, N. J.

Honorary Degree.

A. J. Eaton, M. D., Hamlin, N. Y.; C. Howard More, M. D., Julietown, N. J.; Luke N. Harris, M. D., New York.

4. RECAPITULATION.

Matriculants. — Winter session, 100; spring session, 43; night class, 15; total, 158.

Graduates. — Winter session, 26; spring session, 18; graduates previous, 250; total, 292.

5. INSTRUCTIONS.

Fees.

Fees for a full course of lectures.....	\$100 00
Matriculation fee	5 00
Demonstrator's fee.....	10 00
Graduation fee.....	30 00
Hospital tickets.....	3 00
For certificate of scholarship, for which the holder may attend two or more courses of lectures, or until graduation, to be paid in advance	150 00
For certificate of scholarship, entitling the holder to keep a student in the college for ten years.....	500 00
Certificate of scholarship, entitling the holder to keep a student in the college perpetually	1,000 00

Ladies, as usual, have full access to all the facilities of instruction. No private classes, with special pay, by members of the faculty. Hence, our charges for tuition are actually lower than in other institutions that advertise smaller fees.

6. REQUISITES FOR GRADUATION.

Candidates for the degree of Doctor of Medicine must present satisfactory evidence that they have attained the age of twenty-one years and are of good moral character; they must have a good English common-school education, and have studied medicine three years with some respectable practitioner, and have attended two full courses of medical lectures in a legally incorporated medical college, the last of which shall have been attended in this college, or they must have been engaged in a constant and reputable practice of medicine for four years, and have attended one full course of lectures; and they must have dissected in this college. By its charter it can confer the *ad eundem* or honorary degree as well as the usual regular degree.

The college held two regular sessions of sixteen weeks each, commencing in February.

ROBERT S. NEWTON, M. D.,
Secretary Board of Trustees.

October, 1876.

XXXIII. NEW YORK COLLEGE OF DENTISTRY, NEW YORK CITY.

To the Regents of the University of the State of New York :

The trustees of the New York College of Dentistry, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending on the 1st of March, 1876, containing a just and true statement of facts, showing the progress and condition of said college during and at the close of said year, in respect to the several subject-matters following, viz. :

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during said year, as established by the trustees, were the following:

Faculty.

Faneuil D. Weisse, M. D., Professor of Regional Anatomy and General Pathology.

Frank Abbott, M. D., Professor of Operative Dentistry and Oral Surgery.

Alexander W. Stein, M. D., Professor of Histology, Visceral Anatomy and Physiology.

F. Leroy Satterlee, M. D., Ph. D., Professor of Chemistry, Materia Medica and Therapeutics.

C. A. Marvin, D. D. S., Professor of Mechanical Dentistry.

Clinical Faculty.

William H. Allen, Clinical Professor of Operative Dentistry.

John Allen, D. D. S., Clinical Professor of Mechanical Dentistry.

William B. Hurd, D. D. S., Clinical Professor of Operative Dentistry.

John T. Metcalf, Clinical Professor of Operative Dentistry.

William T. Laroche, D. D. S., Clinical Professor of Operative Dentistry.

J. Bond Littig, D. D. S., Clinical Professor of Mechanical Denistry.

Demonstrators.

D. W. Williamson, D. D. S., Demonstrator of Operative Dentistry.

A. Rust Cuyler, D. D. S., Demonstrator of Mechanical Dentistry.

S. Frank Johnson, D. D. S., } Assistant Demonstrators.
George M. Eddy, D. D. S., }

C. P. Kreizer, M. D., Assistant to the Professor of Chemistry, Materia Medica and Therapeutics.

Dean of the Faculty.

Frank Abbott, M. D., 12 West Nineteenth street, New York.

2. TRUSTEES AND OTHER COLLEGE OFFICERS.

The following are the names and residences of the trustees of said college:

William H. Allen, president, 18 West Eleventh street, New York city.

John Allen, D. D. S., vice-president, 1 West Thirty-third street, New York city.

M. McN. Walsh, Esq., secretary, Bennett building, corner Nassau, Fulton and Ann streets, New York city.

Alexander W. Stein, M. D., treasurer, 30 West Fifteenth street.

Stephen A. Main, 23 West Twenty-third street, New York city.

Hon. Walter B. Roberts, Titusville, Pa.

Faneuil D. Weisse, M. D., 51 West Twenty-second street, New York city.

B. F. Batchelder, 23 West Twenty-third street, New York city.

Frank Abbott, M. D., 12 West Nineteenth street, New York city.

F. Leroy Satterlee, M. D., Ph. D., 158 Madison avenue, New York city.

N. W. Kingsley, D. D. S., 25 West Twenty-seventh street, New York city.

C. A. Marvin, D. D. S., 148 Clinton street, Brooklyn, N. Y.

Rev. Stephen H. Tyng, Jr., D. D., Madison avenue, corner Forty-second street, New York city.

The faculty of said college during said year has already been given. The other officers of said college were connected with the college infirmary, as follows:

Attending Dental Surgeons. — D. W. Williamson, D. D. S.; A. Rust Cuyler, D. D. S.

Consulting Surgeon. — Professor James R. Wood, M. D.

Attending Surgeons. — Professor Faneuil D. Weisse, M. D.; Professor Frank Abbott, M. D.

Each professor received for his services during the year \$200.

3. NUMBER OF STUDENTS.

The whole number of students attending the regular course of instruction during said year was seventy-nine (79). The number of graduates at the last annual Commencement, held on the 21st day of February,

1876, was twenty-seven (27). The whole number of graduates in dental surgery is one hundred and twenty (120).

The ages of graduates being required by law to be twenty-one years, none have been admitted to the degree under that age. The average age of the graduates at the last Commencement was twenty-six years.

4. CLASSIFICATION OF STUDENTS.

The students attending said college are classified as follows:

Number attending their first course of lectures	45
Number attending their second course of lectures	26
Number attending their third course of lectures	8
Total.....	<u>79</u>

5. COLLEGE TERM OR SESSION.

The term or session for study and practice in said college during said year was the following:

Infirmary course for practice in dentistry, from April third to October fourth. Winter session of daily lectures and cliniques, from October 4, 1875, to February 21, 1876. The next infirmary course commences April 6, 1876, and the winter session of daily lectures and cliniques will commence October 2, 1876.

6. MODE OF INSTRUCTION.

The mode of instruction pursued in said college during the past year was the same as stated in the annual reports for former years.

7. DISCIPLINE.

The regulations of the college require gentlemanly deportment from students under pain of expulsion.

The faculty prize of a set of instruments, valued at \$100, was awarded to the graduate who passed the examinations most creditably.

8. GRATUITOUS AID.

No students during the past year were educated gratuitously, in whole or in part.

9. STATUTES AND BY-LAWS.

The same as forwarded in former report.

10. EXAMINATIONS AND GRADUATION.

The examinations for graduation were the same in all respects as those had last year and reported in a former annual report. The examinations

are, if any thing, more extended and thorough each succeeding year, as it is the intention to keep up the standard of the graduates to the highest point attained by the most progressive of the profession.

11. DESCRIPTION AND VALUE OF COLLEGE BUILDINGS.

The same as stated in former report.

12. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

The same as stated in former report.

13. REVENUE.

Amount collected or considered collectible during said year	
on account of tuition fees was.....	\$7,111 60
On account of infirmary.....	1,910 95
Total	<u>\$9,022 55</u>

14. EXPENDITURES.

Amount paid or payable on liabilities incurred during said year on the following accounts :

Rent of college and infirmary.....	\$1,500 00
College expenses.....	5,522 94
Infirmary expenses.....	1,999 61
Total	<u>\$9,022 55</u>

15. FEES.

One fee of \$150 for each full year's attendance. The fee for the winter session of lectures, cliniques, etc., is \$100. Matriculation fee, five dollars. Graduation fee, thirty dollars.

16. TABULAR STATEMENT.

Number of professors	11
Number of lectures	360
Number of students during the last year.....	79
Number of graduates during the last year	27
Whole number of graduates.....	120
Value of apparatus	\$3,750 00
Total revenue during the year.....	9,022 55
Total expenditures.....	<u>9,022 55</u>

17. REMARKS.

The members of the board who were present at the making of this report and the adoption thereof are as follows: Dr. William H. Allen,

Dr. Frank Abbott, Dr. F. Le Roy Satterlee, Dr. B. F. Batchelder, Dr. Alexander W. Stein, Dr. F. D. Weisse and the secretary.

18. CLOSE OF REPORT.

Made by the board of trustees of the New York College of Dentistry, at a regular meeting of said board, held on the 20th day of October, 1876, and respectfully submitted for and in their behalf

[SEAL.]

WILLIAM H. ALLEN, *President.*
M. McN. WALSH, *Secretary.*

XXXIV. NEW YORK FREE MEDICAL COLLEGE FOR
WOMEN.

XXXV. WOMEN'S MEDICAL COLLEGE OF THE NEW YORK
INFIRMARY FOR WOMAN AND CHILDREN.

[No formal report for the last year has been received from either of the above named colleges.]

XXXVI. BELLEVUE HOSPITAL MEDICAL COLLEGE.

To the Regents of the University of the State of New York:

The faculty of the Bellevue Hospital Medical College, in compliance with a requisition of the Regents of the University, submit the following report for the last collegiate year, ending February 21, 1877, containing a just and true statement of facts, showing the progress and condition of said college, during and at the close of said year, in respect to the several subject-matters following, viz.:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The professorships in said college during said year, as established by the trustees, were the following:

Isaac E. Taylor, M. D., Emeritus Professor of Obstetrics and Diseases of Women and Children and president of the faculty.

James R. Wood, M. D., LL. D., Emeritus Professor of Surgery.

Fordyce Barker, M. D., Professor of Clinical Midwifery and Diseases of Women.

Austin Flint, M. D., Professor of the Principles and Practice of Medicine and Clinical Medicine.

W. H. Van Buren, M. D., Professor of Principles and Practice of Surgery, with Diseases of the Genito-Urinary System and Clinical Surgery.

Lewis A. Sayre, M. D., Professor of Orthopedic Surgery and Clinical Surgery.

Alexander B. Mott, M. D., Professor of Clinical and Operative Surgery.

William T. Lusk, M. D., Professor of Obstetrics and Diseases of Women and Children and Clinical Midwifery.

Edmund R. Peaslee, M. D., LL. D., Professor of Gynæcology.

William M. Polk, M. D., Professor of Materia Medica and Therapeutics and Clinical Medicine.

Austin Flint, Jr., M. D., Professor of Physiology and Physiological Anatomy and secretary of the faculty.

Alpheus B. Crosby, M. D., Professor of General, Descriptive and Surgical Anatomy.

R. Ogden Doremus, M. D., LL. D., Professor of Chemistry and Toxicology.

Edward G. Janeway, M. D., Professor of Pathological Anatomy and Histology, Diseases of the Nervous System and Clinical Medicine.

2. TRUSTEES, FACULTY AND OTHER COLLEGE OFFICERS.

The following are the names of the trustees of said college:

George F. Talman, Esq., president.
 J. P. Giraud Foster, Esq., secretary.
 Robert S. Hone, Esq., treasurer.
 Hon. Isaac H. Bailey, } Commissioners of Public Charities and
 Hon. Townsend Cox, } Correction.
 Hon. Thomas S. Brennan, }
 Hon. Isaac Bell.
 Hon. James B. Nicholson.
 Hon. Owen W. Brennan.
 His Eminence, Cardinal Archbishop McCloskey.
 John J. Astor, Esq. William Butler Duncan, Esq.
 Moses Taylor, Esq. Rev. Morgan Dix, D. D.
 Hon. Moses H. Grinnell. William H. Appleton, Esq.
 Rev. E. H. Chapin, D. D. Rev. E. P. Rogers, D. D.
 John Steward, Esq. Hon. Edwin D. Morgan.
 Samuel Sloan, Esq. Roswell G. Rolston, Esq.
 Hon. John R. Brady.

The faculty of said college, including all persons charged with the duty of giving public instruction therein during said year, consisted of a president, secretary, fourteen regular professors, as hereinbefore enumerated, and the following professors of special departments, assistants, etc.

Professors of Special Departments, etc.

Henry D. Noyes, M. D., Professor of Ophthalmology and Otology.
 John P. Gray, M. D., LL. D., Professor of Psychological Medicine and Medical Jurisprudence.
 Leroy Milton Yale, M. D., Lecturer Adjunct upon Orthopedic Surgery.
 J. Lewis Smith, M. D., Clinical Professor of Diseases of Children.
 Edward L. Keyes, M. D., Professor of Dermatology and Adjunct to the Chair of Principles and Practice of Surgery.
 Edward G. Janeway, M. D., Professor of Practical Anatomy.
 A. A. Smith, M. D., Lecturer Adjunct upon Clinical Medicine.
 Beverly Robinson, M. D., } Instructors in Laryngoscopy.
 Frank H. Bosworth, M. D., }
 Rev. Alfred B. Beach, D. D., Chaplain of the college.
 James L. Perry, M. D., Assistant to the Chair of Principles and Practice of Medicine.
 L. A. Stimson, M. D., Assistant to the Chair of Principles and Practice of Surgery.

Lewis Hall Sayre, M. D., Assistant to the Chair of Orthopedic Surgery.

James R. Taylor, M. D., Assistant to the Chair of Clinical and Operative Surgery.

H. T. Hanks, M. D., Clinical Assistant ; J. M. Hills, M. D., Assistant to the Chair of Obstetrics.

E. D. Morgan, Jr., M. D., Assistant to the Chair of Gynæcology.

E. H. Peaslee, M. D., Charles F. Roberts, M. D., Henry Goldthwaite, M. D., Assistants to the Chair of Physiology.

John A. Wyeth, M. D., Prosector to the Chair of Anatomy.

Charles A. Doremus, Ph. D., Assistant to the Chair of Chemistry and Toxicology and Instructor in Practical Chemistry.

L. Putzel, M. D., Assistant to the Chair of Diseases of the Nervous System.

M. A. Wilson, M. D., Assistant to the Chair of Dermatology.

Read J. McKay, M. D., Peter A. Callan, M. D., Assistants to the Chair of Ophthalmology.

E. A. Maxwell, M. D., Assistant to the Chair of Pathological Anatomy.

Joseph D. Bryant, M. D., L. A. Stimson, M. D., Assistant Demonstrators of Anatomy.

The other officers or servants of said college, charged with duties therein other than those of public instruction during said year, were Mr. Joseph V. Standish, janitor and assistant to the secretary, and four persons employed in the dissecting room or in the college as porters, messengers, etc.

3. NUMBER OF STUDENTS.

The whole number of students attending the regular course of instruction during the years 1876-77 was 423.

The number of graduates at the last annual Commencement, held February 21, 1877, was 147.

The number of students who passed their primary examination in one or more of the following departments, viz., Materia Medica, Physiology, Anatomy and Chemistry, was eighteen.

The ages of the graduates, being required by law to be twenty-one years, none have been admitted to the degree under that age. No other record is made of the ages of graduates.

The number of undergraduates who received the degree was 119. The number of graduates of other medical colleges who received the degree — all after examination — was twenty-eight.

The number of students who took tickets for the spring recitation class was forty-eight, of whom twenty-two were juniors and twenty-six were seniors.

The number of students and practitioners engaged in dissecting was 192.

The number of students who passed the matriculating examination (optional) in classics, mathematics, etc., was five.

4. CLASSIFICATION OF STUDENTS.

Number attending their first course of lectures.....	128
Number attending their second course of lectures.....	118
Number attending their third, fourth and fifth course of lectures,	69
Number attending physicians' course of lectures.....	108
Total	423

5. COLLEGE TERM OR SESSION.

The spring term for study in said college during said year was the following: From March 1 to June 1, 1876.

The regular winter term for study in said college during said year was the following: September 17, 1876, to February 21, 1877.

The next spring term will commence March 1, 1877, and close June 1, 1877.

The next regular winter term will commence September 19, 1877, and close June 1, 1877.

The next regular winter term will commence September 19, 1877, and close about March 1, 1878.

6. MODE OF INSTRUCTION.

The Bellevue Hospital Medical College was organized by an act of the Legislature of the State of New York in 1861, and is now in the seventeenth year of its existence. Its organization was effected under the auspices of the commissioners of public charities and correction, with the view of making available the immense resources for practical teaching in medicine afforded by the institutions under the charge of the commission, and thus elevating the standard of practical medical instruction in this country. The experiment of engrafting a medical school upon a large hospital, a system almost universal in Great Britain, has been eminently successful, and the results have demonstrated the advantage of combining clinical with didactic teaching during the entire collegiate course of the student. The college building is situated within the hospital grounds, so that the attendance upon clinical lectures involves no loss of time to the student.

Bellevue hospital receives annually from 10,000 to 12,000 patients, and its average census for 1876 was 734. Medical and surgical cases of all descriptions are received, exclusive of contagious diseases. Cases of

typhus fever are no longer admitted into this hospital but are transferred to the Fever hospital on Blackwell's Island. Of the professors lecturing in the Bellevue Hospital Medical College, fourteen are connected with the Bellevue or the Charity hospital, either as physicians, surgeons or obstetricians. The professors in all the practical departments hold appointments in the great public hospitals of this city.

The Bureau of Medical and Surgical Relief for Out-door Poor is situated in the college building and furnishes material for the college clinics. The total number of patients in this department for 1876 was 14,016.

The Charity hospital on Blackwell's Island contains usually about 1,000 patients, the larger portion being affected with chronic diseases. In this hospital are collected several hundred cases of syphilis, presenting all the different stages and varieties of this disease in both sexes.

Medical students are admitted to the Bellevue hospital daily during the hours allotted to clinical teaching. All the important operations in surgery are performed publicly in the hospital amphitheater. A steamboat, capable of accommodating the entire class, conveys the students from the college to the Charity hospital on the days when clinics are held, without charge.

In addition to the Bellevue and the Charity hospital, the student may avail himself of the resources for practical instruction afforded by other institutions under the charge of the commissioners of public charities and correction; namely, the Fever hospital, the Hospital for Epileptics and Paralytics, the Nursery hospital, the Insane asylum, etc. The various city dispensaries and other public charities are also available to the student.

General Outline of the Course of Lectures — Emeritus and Clinical Professorships.

Professor Isaac E. Taylor, Emeritus Professor of Obstetrics and Diseases of Women and Children and president of the college, is one of the consulting physicians to the Bellevue hospital. Operative midwifery and diseases of women are taught in his clinical lectures, practically, by operations performed before the class.

Professor James R. Wood, Emeritus Professor of Surgery, is one of the surgeons to the Bellevue hospital. His clinical lectures are delivered every Saturday during the greater part of the session.

Professor Fordyce Barker, Professor of Clinical Midwifery and Diseases of Women, is one of the consulting physicians to the Bellevue hospital. His clinical lectures relate to obstetrics and diseases of women.

Principles and Practice of Medicine and Clinical Medicine.

Professor Austin Flint, one of the physicians to the Bellevue hospital, etc. The clinical material at command admits of illustration of the principles inculcated in the didactic lectures of this course, the latter embracing the whole range of special pathology, except diseases of children and diseases of the skin. *Post-mortem* examinations and the exhibition of diseased organs form an important supplement to the clinical course. Classes for the practical study of diagnosis, under the direction of the professor, are formed from the advanced students. In addition to the hospital clinical lectures, the faculty established in 1872 an out-door clinic, under the charge of the professor. In this clinic, which is held in the college building, cases of disease—such as the physician meets with in daily practice—are brought before the class from the Bureau of Medical and Surgical Relief for Out-door Poor. These cases are diagnosticated and prescribed for before the class.

Surgery.

The department of surgery in the Bellevue Hospital Medical College is under the charge of four professors.

Clinical Surgery.

Professor James R. Wood, one of the surgeons to the Bellevue hospital, etc. Clinical lectures are delivered at the Bellevue and the Charity hospital, and in the college building, by Professors Wood, Van Buren, Sayre, Mott, Crosby and Keyes.

Principles and Practice of Surgery with Diseases of the Genito-Urinary System and Clinical Surgery.

Professor W. H. Van Buren, one of the consulting surgeons to the Bellevue hospital, etc. The lectures delivered by Professor Van Buren embrace the whole range of surgery, with the exception of such special subjects as are assigned to other professors in this department.

Orthopedic Surgery and Clinical Surgery.

Professor Lewis A. Sayre, one of the surgeons to the Bellevue hospital, etc. The lectures of this course are devoted mainly to the subjects of diseases of the joints, deformities and their rectification. Cases are brought before the class, and such operations performed and apparatus adjusted as may be required. Clinical lectures, in connection with this course, are also delivered in the college building and at the Bellevue hospital.

Clinical and Operative Surgery.

Professor Alexander B. Mott, one of the surgeons to the Bellevue hospital, etc. The lectures of this course are entirely clinical, and are delivered in the college building, material being supplied from the Bureau of Medical and Surgical Relief for Out-door Poor.

Obstetrics and Diseases of Women and Children and Clinical Midwifery.

Professor William T. Lusk, one of the physicians to the Bellevue hospital, etc. Instruction in this department is also given didactically and clinically. The lectures of the didactic course are illustrated by diagrams, models and preparations. The clinical lectures upon obstetrics are delivered in the amphitheater of the Bellevue hospital by Professors Taylor, Barker and Lusk. A complete course upon diseases of children is given in the college building, in addition to the clinic upon diseases of children held by Professor J. Lewis Smith.

Gynæcology.

Professor Edmund R. Peaslee, one of the surgeons of the New York State Woman's Hospital, etc. The faculty established in 1874 the chair of Gynæcology, embracing all the diseases of women not connected with pregnancy, labor, and the puerperal state.

Materia Medica and Therapeutics and Clinical Medicine.

Professor William M. Polk, one of the physicians of the Bellevue hospital, etc. This department is taught, not only didactically, but as far as possible, by clinical observation, of the effects of medicinal agents. The Materia Medica is not neglected, but special prominence is given to the physiological and therapeutical properties of the remedies brought to the attention of the class.

Physiology and Physiological Anatomy.

Professor Austin Flint, Jr. The lectures in this department are illustrated by experiments upon living animals. Histology, in its normal relations to the solids and fluids of the body, receives full consideration. Examinations of the class before each lecture form a prominent feature in this course.

General, Descriptive and Surgical Anatomy.

Professor Alpheus B. Crosby, one of the surgeons to the Bellevue hospital, etc. In this department the fact is not lost sight of that the lectures are addressed to medical students, and that their object in attending them is to obtain a practical acquaintance with the anatomy of the human body so that they may make use of it in those branches —

practice of medicine, surgery and obstetrics—which relate directly to their professional duties. The instruction, therefore, is not simply descriptive of the several parts and organs of the human body, but is directed also to the consideration of the relations of these parts and organs to each other.

Chemistry and Toxicology.

Professor R. Ogden Doremus. The lectures in this department relate to the fundamental doctrines of chemistry, or chemical philosophy, to inorganic substances and to the chemistry of the vegetable and animal kingdoms. Toxicology, or the science of poison, receives special consideration. In connection with this course, a chemical laboratory is established, in which students who so desire are instructed in analytical chemistry, and particularly in the examination of the various organs, secretions and excretions of the human body. The practical laboratory is conducted by Charles A. Doremus, under the supervision of the professor.

Lectures upon Special Subjects during the Regular Session.

In order to keep pace with the constant advancement of medical science, and to present *in this city* those opportunities for the study of special departments for which students and practitioners have formerly been compelled to resort to European schools, the faculty have established special courses of lectures during the regular session. These courses are being extended as occasion offers.

Pathological Anatomy and Histology.

Professor Edward G. Janeway, one of the physicians to the Bellevue hospital, etc. This course of lectures was established in 1872. Pathological specimens of all kinds, which are afforded in abundance by the pathological department of the Bellevue hospital, are brought before the class, and pathological histology is fully taught. *Post-mortem* examinations are also made in the presence of the class. Private instruction in the use of the microscope is given at the pathological laboratory in the college by Professor Janeway and Dr. L. A. Stimson.

Diseases of the Nervous System.

The course of lectures upon this subject by Professor Janeway embraces those diseases not treated of by Professor Gray in his course upon psychological medicine and medical jurisprudence. The didactic teaching is enforced by cases of nervous disease brought before the class in the college and by clinical lectures in the Bellevue hospital.

Ophthalmology and Otology.

Professor Henry D. Noyes, one of the surgeons to the New York Eye Infirmary, etc. During the regular session a full course of lectures upon these subjects, illustrated by the magic lantern, drawings, models, cases and operations, is delivered at the college.

Clinical Lectures upon Diseases of Children.

Professor J. Lewis Smith, M. D., one of the physicians to the Charity hospital, etc. In 1875-76 the faculty established a clinic upon diseases of children, which is held during the latter half of the session, by Professor J. Lewis Smith.

Dermatology.

Professor Edward L. Keyes, one of the surgeons to the Charity hospital, etc. This course is delivered at the college and is illustrated by drawings, models and cases of skin disease.

Psychological Medicine and Medical Jurisprudence.

Professor John P. Gray, superintendent of the State Lunatic Asylum, Utica, N. Y., etc. This course of lectures is devoted to insanity, medical jurisprudence and kindred topics.

Laryngoscopy.

Dr. Beverly Robinson, one of the surgeons to the Manhattan Eye and Ear hospital, etc., and Dr. F. H. Bosworth, one of the physicians to the out-door department, etc. Instruction in laryngoscopy is given during the session by Drs. Robinson and Bosworth, under the direction of the professor of principles and practice of medicine, which are illustrated by cases, etc.

The above special lectures form a part of the regular curriculum and are included in the general ticket.

Practical Anatomy and Pathological Anatomy and Histology.

For the study of practical anatomy the supply of material is abundant, and it is furnished without charge. The dissecting is under the supervision of Professor Janeway and the assistant demonstrators of anatomy, Drs. J. D. Bryant and L. A. Stimson. An opportunity is afforded of observing morbid appearances after death. Fresh specimens are brought before the class, and, in addition, the student has access to the autopsy room, where *post-mortem* examinations are daily made under the direction of the curators of Bellevue hospital. The coroners' cases afford illustrations of topics relating to medical jurisprudence. Coroner's inquests are also made from time to time before the class.

Pathological Laboratory.

The faculty established in 1876 a pathological laboratory for private teaching in the use of the microscope, under the direction of Professor Janeway and Dr. L. A. Stimson. This is intended to supply instruction in pathological histology.

Analytical Medical Chemistry.

Students may avail themselves of the chemical laboratory, where practical instruction in such analyses as are important to medical men, is given by Dr. Charles A. Doremus. Classes are formed at the beginning of the preliminary term and continue until the opening of the regular term. Classes are also formed during the spring session. Several hours a day are devoted to this subject.

Private Instruction.

Special courses are given by members of the faculty and others to private classes in auscultation and percussion, operative surgery, obstetrics, ophthalmology and the use of the ophthalmoscope, laryngoscopy, venereal diseases, microscopy, healthy and morbid anatomy and urinary examinations.

The Collegiate Year.

The collegiate year embraces a winter session and a spring session. The winter session consists of the regular term and a preliminary term. The preliminary term for 1877-78 will open on Wednesday, September 19, 1877, and continue until the opening of the regular term. The regular term will open on Wednesday, October 3, 1877, and close about the 1st of March, 1878. The recitations, lectures and clinics for the spring session will begin about the 1st of March, 1878, and continue for thirteen weeks. Attendance during the regular term of the winter session is alone required for graduation, but the spring session affords opportunities to those who wish to prosecute the study of medicine in the city of New York during the spring months. During the spring session lectures upon special subjects are given by members of the regular faculty of the college. These lectures are free to those who have matriculated for the spring session.

Recitations during the Regular Winter Session.

For the benefit of those who desire a thorough drilling in the different departments, the faculty have organized and put under the charge of Drs. Bryant and Wyeth a recitation class, which is continued during the winter session. The class is divided into seniors and juniors and is essentially the same, in its general features, as the spring recitation class, the recitations being held in the evening. In the examinations

the lectures are followed as closely as practicable. Fee for the senior class, thirty-five dollars; for the junior class, twenty dollars.

Spring Session — Recitations and Lectures.

The spring session consists of a single term, beginning March first and ending June first. The recitations are under the direction of Drs. J. D. Bryant and J. A. Wyeth. During this session, lectures on special subjects are delivered by the entire faculty, and the most important of the clinical lectures are continued. Students have an opportunity of taking the various private courses of instruction from members of the faculty and others.

The fees for the recitations, lectures, etc., of the spring session are as follows: Matriculation (the ticket valid for the following winter), five dollars; recitations and lectures, thirty-five dollars; chemical laboratory (including material), twenty-five dollars; dissecting (the ticket valid for the following winter), ten dollars. The matriculation ticket, which admits to all the lectures, clinical and didactic, must be taken before any of the other tickets are issued. The recitations are made from textbooks.

Attendance upon the recitations during the spring session, in conjunction with attendance during the winter session, will be reckoned as a year of pupilage, and a certificate to that effect will be issued by the secretary of the college. The spring session has been instituted for the purpose of extending the course of medical instruction, and this course does not take the place, in any way, of one of the two regular courses required for graduation.

Text-books for the Recitations — Senior Class.

Practice of Medicine, Flint. Surgery, Bryant. Venereal Diseases, Van Buren and Keyes. Diseases of the Eye, Williams. Diseases of Women, Thomas. Diseases of Children, J. Lewis Smith. Obstetrics, Leishman. Therapeutics, Ringer and Bartholow. Diseases of the Skin, Neumann.

Junior Class.

Materia Medica, Biddle. Physiology, Flint. Anatomy, Gray. Chemistry, Bowman's Medical Chemistry.

7. DISCIPLINE.

No special rules of discipline are published, the only requirement of the student being decorous behavior in the lecture room and obedience to the regulations ordinarily adopted for dissecting rooms.

8. GRATUITOUS AID.

There is no provision for gratuitous aid, but no charges for lectures are made to physicians of more than three years' standing and to students who have attended two or more courses of lectures. The number of those attending under these conditions for the year 1876-77 was 130.

9. STATUTES AND BY-LAWS OF THE COLLEGE.

The statutes and by-laws consist simply of the requirements for admission, fees, and the requirements for graduation, the last being regulated by the charter of the college.

10. EXAMINATIONS AND GRADUATION.

The requirements for graduation are: Three years' pupilage, after eighteen years of age, with a regular physician in good standing, inclusive of the time of attendance upon medical lectures; attendance upon two full courses of lectures, the last being in this college; certificates of at least one course of practical anatomy or dissections; proper testimonials of character; an acceptable thesis composed by, and in the handwriting of, the candidate; and a satisfactory examination in each of the seven departments of instruction, viz.: Practice of Medicine, Surgery, Obstetrics, Materia Medica, Physiology, Anatomy and Chemistry. The examinations upon practice of medicine and surgery include diseases of the nervous system, pathological anatomy, ophthalmology and diseases of the skin. Two full courses of lectures are absolutely required, and no period of practice is taken as an equivalent for one course. The candidate must be twenty-one years of age.

Special Examinations in the Elementary Departments.

Students who have attended two full winter courses of lectures upon all the departments taught in the college may be examined upon materia medica, physiology, anatomy and chemistry, at the end of the second course, and if they be successful in these examinations, will be examined at the end of the third course upon practice of medicine, surgery and obstetrics only. Candidates for the primary examination will be required to pay one-half of the graduation fee. The primary examinations are held at the close of the winter session only. The thesis, certificates, and the remainder of the graduation fee, are to be handed in to the secretary at the regular time before the final examination. Students who have passed the primary examinations are required to attend another full course of lectures before they can be admitted to these final examinations.

There are three regular examinations for the degree: One at the

close of the winter session, one at the close of the spring session, and one during the first week in October. Undergraduates, who have complied with all the requirements, may present themselves at either of these examinations, but they will not be examined at any other time. The thesis and certificates must be filed, and the graduation fee paid, before the examinations in June and October. The June and October examinations are exclusively for the benefit of those students who have attended the courses of lectures required, the last course being at this college, but whose time of study does not expire until the summer or fall.

The requirements for an *ad eundem* degree in this college are as follows: A diploma from an accredited medical school, and a satisfactory examination in the branches of medicine, surgery and obstetrics. The faculty will not grant an *ad eundem* degree to any graduate of three or more years' standing who does not exhibit to the secretary a certificate of membership in some medical society entitled to representation in the American Medical Association. This rule is invariable. Candidates for an *ad eundem* degree are expected to matriculate, to take our tickets for the winter session, to have attended lectures during the session, and to pay the graduation fee of thirty dollars. If they be graduates of three years' standing they will receive a ticket to all the lectures on payment of the matriculation fee. Candidates for the *ad eundem* degree will be examined in the three practical departments the same as regular candidates, at the end of the winter session only, and will be voted upon at the regular meeting of the faculty for voting upon all candidates. They must pass a satisfactory examination in all of the practical departments, viz.: In Practice of Medicine, Surgery and Obstetrics. No thesis is required. Candidates of less than three years' standing, who have not joined a medical society, may be examined for the degree; but such candidates will be required to file a certificate of three years' study, and to pass an examination in all the departments. No thesis is required. If they have joined a medical society, they will be examined in the same way as graduates of three years' standing; but no graduate of more than three years' standing will be examined unless he be a member of a medical society.

The three years recognized are considered as ending at the close of the winter session. In this provision, the three years date from the time of graduation, and practice before graduation is not counted.

The diploma of the Bellevue Hospital Medical College has been officially recognized by the Royal College of Surgeons, England, for those who have passed a regular matriculating examination in classics, mathematics, etc., at some college recognized in England. This matriculating examination is optional with the student, and will be given by

the faculty to all who desire it before they have attended their first course of lectures. It cannot be given to graduates, or to those who have already attended medical lectures in this or any other medical college, as the examination is regarded as preparatory to the study of medicine. The subjects for the matriculating examination are as follows:

English language, including grammar and composition. Arithmetic, including vulgar and decimal fractions. Algebra, including simple equations. Geometry, first two books of Euclid. Latin translation and grammar. In addition to the above, one of the following optional studies is required: Greek, French, German and Natural Philosophy, including Mechanics, Hydrostatics and Pneumatics. Text-books: Latin, Cæsar (*De Bello Gallico*), first two books. Natural Philosophy, Peck's Ganot or Parker's Philosophy. Greek, first chapter of St. John's gospel. French, first chapter of *Télémaque* or Charles XII. German, Adler's reader, first part.

For those who have passed the above examination before attending their first course of lectures, the diplomas and the tickets of the college are recognized by the Royal College of Surgeons of England. The examination is not required of those who have already passed a matriculating examination at a medical college or a university recognized in England.

The matriculating examination is necessary for those only who expect to present their tickets or diplomas for recognition in Great Britain. Students who desire this examination must hand in their names to the secretary within the first two weeks of the regular term.

11. DESCRIPTION AND VALUE OF BUILDINGS, ETC.

The college building is not the property of the institution, but is occupied under a lease. The only property owned by the college is museum, furniture and apparatus, to the value of about \$10,000.

There is no college library.

12. DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

There is no college property except that reported above.

13. DEBTS.

The college has no debts of any description.

14. REVENUE.

The college has no revenue of any kind or any aid from the State or city. The only source of income is the fees paid by students.

15. EXPENDITURE.

The expenditures of the college consist simply of the current expenses and of repairs on the building, which have always been made by the faculty.

16. FEES.

The aggregate fees for tickets to all the lectures during the regular winter session and the preliminary term, including tickets for the clinical lectures at the Bellevue and the Charity hospital, amount to \$140. This does not include the spring recitation term. Tickets for one or any number of the departments of instruction may be taken out separately. In addition to the fees for the tickets to the lectures is a matriculation fee of five dollars. The matriculation ticket must be taken before the tickets to any of the lectures or the hospital ticket can be obtained. The graduation fee is thirty dollars.

The fee for the dissecting ticket is ten dollars. This covers all the expenses of the dissecting room. There is no expense for subjects, nor are there any incidental charges.

Students who have attended two full courses of lectures in other accredited medical colleges receive all the tickets to the lectures of this college, exclusive of the matriculation and the dissecting tickets, for seventy dollars. Students having attended two full courses of lectures in this college, or after attendance upon one full course in this college, having previously attended one full course in some other accredited college, are admitted to all the lectures on payment of the matriculation fee. Graduates in good standing of other accredited medical colleges, after three years, are required to matriculate only. The three years recognized are considered as ending at the close of the winter session. In this provision, the three years date from the time of graduation, and practice before graduation is not counted. Prior to the expiration of three years, the fee for a general ticket for graduates of other colleges is seventy dollars.

17. AGGREGATE FEES FOR TWO FULL WINTER SESSIONS.

First Session.

Matriculation	\$5 00
Full course of lectures.....	140 00
Dissection	10 00
	<hr/>
	\$155 00
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Second Session.

Matriculation	\$5 00
Full course of lectures.....	140 00
Graduation fee.....	30 00
	<hr/>
	\$175 00
Fees required for graduation, with two courses of lectures....	330 00
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18. ADDITIONAL FEES, AT THE OPTION OF THE STUDENT.

Matriculation for a third course (no fees for lectures required),	\$5 00
Two additional courses of dissection, at ten dollars each (one course only required for graduation).....	20 00
Three courses of summer recitations (these are not required of those studying with private preceptors), at thirty-five dollars each	105 00
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Total	\$130 00
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In addition, students may attend the winter examinations held by the college examiners. Fees: Junior class, twenty dollars; senior class, thirty-five dollars.

The above report is respectfully submitted by the secretary and treasurer of the faculty.

[SEAL.]

AUSTIN FLINT, JR.,
Secretary and Treasurer.

NEW YORK, February 27, 1877.

XXXVII. MEDICAL DEPARTMENT OF THE UNIVERSITY OF SYRACUSE.

Scientific School.

XXXVIII. RENSSELAER POLYTECHNIC INSTITUTE, TROY, RENSSELAER COUNTY.

[No report was received from either of the above-named institutions for the collegiate year 1875-76.]

XXXIX. AMERICAN VETERINARY COLLEGE, NEW YORK CITY.

To the Regents of the University of the State of New York:

The faculty of the American Veterinary College submits the following report for the collegiate year beginning October 3, 1876, and ending February 27, 1877:

1. NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

1. Professor of Comparative Anatomy.
2. Professor of Operative Surgery, Sanitary Medicine and Veterinary Jurisprudence.
3. Professor of Theory and Practice of Veterinary Medicine.
4. Professor of Cattle Pathology and Obstetrics.
5. Professor of Physiology and Histology.
6. Professor of Materia Medica, Chemistry and Therapeutics.

2. FACULTY.

A. Liautard, M. D., V. S., Professor of Comparative Anatomy, Sanitary Medicine and Veterinary Jurisprudence.

A. Large, M. D., M. R. C. V. S. L., Professor of Theory and Practice.

J. L. Robertson, M. D., V. S., Professor of Cattle Pathology and Obstetrics.

A. W. Stein, M. D., Professor of Physiology and Histology.

S. R. Percy, M. D., Professor of Materia Medica, Chemistry and Therapeutics.

A. A. Holcombe, D. V. S., Lecturer on Surgical Pathology

F. Lyons, M. D., Lecturer on Chemistry.

F. Miller, M. D., Lecturer on Microscopic Anatomy.

3. NUMBER OF STUDENTS.

Number during the present session, eighteen; number of graduates at the end of the session, four; none of whom below twenty-one years of age.

4. CLASSIFICATION.

None.

5. COLLEGE TERM OR SESSION.

The regular winter term begins October third, and closes February twenty-seventh. The spring term commences on the beginning of March and terminates the latter end of April.

6. MODE OF INSTRUCTION.

By lectures, clinics and hospital patients; examinations before matriculation, as proof of having good English education; examinations at the end of the session, before the student is allowed to pass to a higher grade of studies; examinations for the degree of Doctor of Veterinary Surgery at the end of two winter sessions.

7. DISCIPLINE.

There are no special rules of discipline. General propriety and decorum are required. No punishments are inflicted.

8. GRATUITOUS AID.

A free scholarship to all agricultural State societies in the country.

9. STATUTES AND BY-LAWS.

The faculty has none.

10. COLLEGE BUILDINGS AND OTHER PROPERTY.

They are situated 141 West Fifty-fourth street, between Sixth and Seventh avenues. The museum has received and is receiving additional specimens from the alumni of the school and members of the profession all over the country.

11. REVENUE.

It consists of matriculation, lecture, dissecting and diploma fees, \$135 a year.

12. DEBTS.

The college has none.

Respectfully submitted.

A. LIAUTARD, M. D., V. S.

Dean of the Faculty.

The trustees of the above college are :

Samuel Marsh, President.

F. D. Weisse, M. D., secretary.

Geo. B. Satterlee, treasurer.

W. H. Barbour.

Erskine Mason, M. D.

D. W. Stimson, M. D.

G. A. Peters, M. D.

S. B. Ward, M. D.

F. Le Roy Satterlee, M. D.

XI. TABULAR STATEMENT,

Showing the relative condition of the several Colleges reporting to the Regents, for the collegiate year 1875-76.

LITERARY COLLEGES.	NUMBER OF PROFESSORS AND TUTORS.				COURSES OF STUDY.														UNDERGRADUATES, OTHER THAN MEDICAL AND THEOLOGICAL.				
	Emeritus professors.	Acting professors.	Tutors, etc.	Total of faculty.	REGULAR CLASSES.				Liberal arts.	Science.	Literature.	Philosophy.	Agriculture.	Architecture.	Chemistry.	Engineering.	Mechan' l arts.	Fine arts.	Natural hist'y.	Mining.	Law.	Optional and special.	Total.
					Senior.	Junior.	Sophomore.	Freshman.															
Columbia College.....	...	10	5	15	40	29	54	50	178	55	...	...	...	...	...	28	...	...	...	280	573	...	976
Union University: Union College...	...	16	8	19	38	34	34	59	75	55	...	...	...	...	...	...	...	...	...	...	...	...	185
Hamilton College.....	1	10	2	13	23	33	41	51	148	...	...	...	...	...	...	...	...	...	...	...	15	...	183
Hobart College.....	...	7	...	7	14	6	8	6	38	...	...	...	...	...	...	...	...	...	...	...	...	4	42
University of City of New York...	...	23	...	22	20	33	46	40	51	86	...	...	...	...	...	...	...	11	...	...	58	...	206
Madison University.....	1	9	...	10	26	24	20	17	76	11	...	...	...	...	...	...	...	...	...	...	...	...	87
St. John's College.....	...	9	9	18	23	13	17	8	59	...	...	...	...	...	...	...	...	...	...	...	...	...	59
University of Rochester.....	...	8	...	8	37	38	42	36	138	16	...	...	...	...	...	...	...	...	...	...	...	2	158
Union Univ'ty: Albany Law School.	...	8	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	101	...	101
Elmira Female College (no report).
St. Lawrence University.....	...	5	2	7	12	8	13	8	15	38	...	...	...	...	...	...	...	...	...	...	...	...	53
Alfred University.....
Ingham University.....	...	6	9	15	12	7	6	16	41	...	...	...	...	...	...	...	...	...	...	...	...	...	41
St. Stephen's College.....	...	6	1	7	9	10	18	17	54	...	...	...	...	...	...	...	...	...	...	...	...	...	54
College of St. Francis Xavier.....	...	10	...	10	17	15	17	40	89	...	...	...	...	...	...	...	...	...	...	...	...	...	89
Vassar College.....	...	10	23	33	47	44	42	49	183	...	...	...	...	...	...	...	...	...	...	...	...	20	203
Manhattan College.....	...	10	...	10	38	24	21	17	100	...	...	...	...	...	...	...	...	...	...	...	...	...	100
Cornell University.....	...	32	23	55	82	109	135	201	29	121	28	10	12	32	13	77	47	...	10	...	...	149	523
College of the City of New York...	...	15	19	34	50	58	90	190	402	...	...	...	...	...	...	...	...	...	...	...	...	...	402
Rutgers Female College.....	...	6	7	13	6	10	11	14	41	...	...	...	...	...	...	...	...	...	...	...	...	6	47
Wells College.....	...	3	8	11	2	13	13	16	44	...	...	...	...	...	...	...	...	...	...	...	...	...	44
Syracuse University.....	...	10	5	15	34	34	55	52	149	...	...	...	...	...	...	...	...	26	...	...	...	...	175
St. Bonaventure's College.....	...	12	...	12	8	12	15	17	53	...	...	...	...	...	...	...	...	...	...	...	...	...	53
Totals.....	2	224	116	342	537	553	699	904	1,957	339	28	10	12	32	13	112	47	37	10	280	747	181	8,745

* No classification given in report.

TABULAR STATEMENT.

TABULAR STATEMENT — (Continued).

GRADUATES, OTHER THAN MEDICAL AND THEOLOGICAL.																					
FROM ORGANIZATION OF COLLEGE.																	IN 1876.				
Liberal arts.	Science.	Literature.	Philosophy.	Agriculture.	Architecture.	Chemistry and physics.	Engineering.	Mechanic arts.	Fine arts.	Natural history.	Mining.	Law.	Optional and special.	Total.	Resident.	Liberal arts.	Science.	Law.	Other courses.	Total.	
Columbia College.....	37	10					12				19	219		276		2,272	148	1,546		2,818	
Union University: Union College.....	18													40		4,317				4,465	
Hamilton College.....	23											15		38		1,461				1,461	
Hobart College.....	7	4												11							
University of City of New York.....	6	12										33		51							
Madison University.....	13		6											18		759				759	
St. John's College.....	27	5												36		408				408	
University of Rochester.....	31											83		83		602				602	
Union University: Albany Law School.....																					
Elmira Female College.....																					
St. Lawrence University.....	4	7												11							
Alfred University*.....																					
Ingham University.....	9													9	3						
St. Stephen's College.....	9													9		88				88	
College of St. Francis Xavier.....	10													10							
Vassar College.....	46													46	2	324				324	
Manhattan College.....	13													13							
Cornell University.....	8	21	1	3	1	6	4	12	6	1				63	18						
College of the City of New York.....	25	19												44							
Rutgers Female College.....	2		8										1	6							
Wells College.....	1		1											2		33				33	
Syracuse University.....	16	8	8						3					36	36	51	24		12	33	
St. Bonaventure's College.....	1													1		1				1	
Totals.....	303	86	4	17	1	6	4	24	6	2	1	19	350	1	839	54	10,315	173	1,546	19	13,075

* No classification given in report.

TABULAR STATEMENT — (Continued).

LITERARY COLLEGES.	VALUE OF PROPERTY.				REVENUE, ETC., FOR COLLEGIATE YEAR 1875-76.			Date of next commencement, 1877.
	Buildings and grounds.	Library and apparatus.	Other property.	Total.	Revenue.	Expenditure.	Debit.	
Columbia College.....	\$530,000 00	\$872,250 00	\$4,677,644 21	\$5,579,894 21	\$301,087 64	\$208,106 95	\$41,240 00	June 13.
Union University: Union College.....	360,000 00	69,500 00	1,009,762 97	1,439,263 97	94,850 24	102,714 95	152,000 00	June 27.
Hamilton College.....	270,000 00	50,000 00	292,264 48	612,264 48	26,775 00	35,254 23	91,672 78	June 28.
Hobart College.....	53,000 00	25,000 00	233,050 66	316,050 66	12,895 70	13,404 25	2,650 00	June 21.
University of City of New York.....	800,000 00	29,000 00	300,000 00	529,000 00	30,100 35	48,071 81	30,000 00	June 21.
Madison University.....	135,000 00	35,000 00	405,388 00	575,388 00	37,514 57	35,817 17	None.	June 21.
St. John's College.....	510,000 00	30,000 00	.....	530,000 00	77,819 61	75,596 23	146,298 90	June 27.
University of Rochester.....	307,790 53	76,651 93	203,536 98	537,979 49	25,726 55	26,531 34	19,447 59	June 26.
Union University: Albany Law School.....	.....	.....	.....	.....	.....	.....	.....	.....
Elmira Female College.....	60,000 00	13,200 00	172,311 27	245,511 27	12,143 99	15,869 13	None.	June 28.
St. Lawrence University.....	77,958 00	26,000 00	96,746 00	199,714 00	9,088 46	9,088 46	.....	.....
Alfred University.....	90,000 00	25,500 00	18,000 00	133,500 00	23,350 45	23,471 37	6,000 00	June 14.
Ingham University.....	136,540 00	3,900 00	3,000 00	143,440 00	24,400 00	24,400 00	1,000 00	June 21.
St. Stephen's College.....	194,000 00	34,000 00	192,000 00	420,000 00	39,249 86	32,975 73	148,476 82	June 25.
College of St. Francis Xavier.....	515,311 40	95,510 37	351,914 72	962,636 49	180,356 73	186,337 90	12,781 65	June 27.
Vassar College.....	145,000 00	22,000 00	123,000 00	290,000 00	47,828 53	47,871 80	None.	June 29.
Manhattan College.....	699,063 91	208,339 99	1,283,999 48	2,191,453 38	118,715 92	126,243 05	24,467 00	June 21.
Cornell University.....	190,000 00	73,200 00	40,750 00	309,950 00	156,080 86	144,253 31	.....	June 28.
College of the City of New York.....	.....	.....	.....	.....	10,149 05	10,149 05	Not stated.	June 20.
Rutgers Female College.....	235,000 00	7,000 00	114,500 00	356,500 00	36,350 34	36,350 34	18,397 20	June 20.
Wells College.....	300,000 00	30,000 00	250,000 00	580,000 00	25,735 00	32,000 00	None.	June 27.
Syracuse University.....	170,000 00	12,000 00	10,000 00	192,000 00	27,838 75	27,542 17	None.	June 20.
St. Bonaventure's College.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$5,268,673 89	\$1,244,102 29	\$9,681,768 77	\$16,194,544 95	\$1,317,676 90	\$1,262,049 19	\$689,426 94	.....

COLLEGES.

TABULAR STATEMENT—(Continued).

MEDICAL COLLEGES.	NUMBER OF PROFESSORS, LECTURERS, ETC.				STUDENTS.			VALUE OF PROPERTY.				Total.
	Emeritus.	Acting profes- sors.	Lecturers, dem- onstrators, etc.	Whole number.	During 1875-76.	Graduates in 1876.	Whole number of graduates.	Buildings and grounds.	Library and ap- paratus.	Other property.		
College of Physicians and Surgeons of the city of New York...	1	19	6	26	494	93	2,143	\$150,000 00	\$1,000 00	\$10,481 66		\$161,481 66
University of New York...	2	27	13	31	480	123	2,307	100,000 00	20,000 00	.....		120,000 00
.....
.....	.....	.....	.....	.....	123	34	888	25,000 00	1,800 00	.....		26,800 00
.....	.....	.....	.....	.....	102	46	.....	.....	.....	.....		.....
.....	.....	.....	.....	.....	141	36	631	97,000 00	2,000 00	.....		10,000 00
.....	.....	.....	.....	.....	36	4	93	135,000 00	2,000 00	.....		137,000 00
.....	.....	.....	.....	.....	168	43	293	80,000 00	1,900 00	2,000 00		84,900 00
.....	.....	.....	.....	.....	79	27	130	.....	2,700 00	.....		2,700 00
.....	.....	.....	.....	.....	63	16	43	20,000 00	2,000 00	.....		22,000 00
.....
Totals.....	5	109	30	164	1,907	430	8,465	\$467,000 00	\$30,500 00	\$13,481 ■		\$517,081 66

* Leased by the college.

XLI. INSTITUTIONS COMPOSING THE UNIVERSITY OF THE STATE OF NEW YORK.

Alphabetical lists of all the colleges and academies incorporated within this State prior to the publication of this report, with the location, date of charter, and authority (Legislature or Regents) granting such charters, are contained in the 87th annual report (1874) of the Regents to the Legislature, pages 396-418, with the exception of the following :

COLLEGES.

American Veterinary College, New York city; incorporated April 29, 1875, under the general act "for the incorporation of benevolent, charitable, scientific and missionary societies," passed April 12, 1848, and the several acts amending the same.

St. Bonaventure's College, at Allegany, Cattaraugus county; incorporated by the Regents, March 1, 1875.

The Electro-Medical College of the State of New York, in New York city; incorporated by the Legislature, June 9, 1875 (chap. 566).

ACADEMIES AND ACADEMICAL DEPARTMENTS.

Albion Union School, Academical Department; received under visitation, January 11, 1877.

Angola Union School, Academical Department; received under visitation, March 1, 1875.

Bath-on-the-Hudson Union School, Academical Department; received under visitation, January 13, 1876.

Bridge Hampton Literary and Commercial Institute; incorporated by the Regents, November 23, 1875.

Dé Ruyter Union School, Academical Department; received under visitation, January 11, 1877.

Flushing Union School, Academical Department; received under visitation, November 24, 1876.

Ithaca High School (formerly Ithaca Academy); received under visitation, February 2, 1876.

Morris Union School, Academical Department; received under visitation, November 22, 1875.

North Tarrytown Union School, Academical Department; received under visitation, January 12, 1877.

Oakwood Seminary; corporate name of Friends' Academy changed to, March 23, 1876.

Olean Union School, Academical Department ; received under visitation, January 11, 1877.

Oneonta Union School, Academical Department; received under visitation, November 6, 1874.

Phoenix Union School, Academical Department ; received under visitation, November 23, 1875.

Poughkeepsie High School ; received under visitation, January 15, 1875.

Sag Harbor Union School, Academical Department ; received under visitation, January 11, 1877.

Spencer Union School, Academical Department ; received under visitation, March 1, 1875.

Vernon Union School, Academical Department ; received under visitation, January 11, 1877.

II. ABSTRACTS OF ANNUAL REPORTS OF ACADEMIES.

SCHEDULE No. 1.

*Catalogue of Academies and Academical Departments of Union Schools,
arranged by counties.*

ALBANY.

Albany Academy.....	Albany.
Albany Female Academy.....	Albany.
Albany High School.....	Albany.
Christian Brothers' Academy.....	Albany.
Egberts High School.....	Cohoes.
Knoxville Academy.....	Knox.
Rensselaerville Academy.....	Rensselaerville.

ALLEGANY.

Alfred University, Academic Department.....	Alfred Centre.
Almond Academy.....	Almond.
Friendship Academy.....	Friendship.
Genesee Valley Seminary.....	Belfast.
Rushford Union School, Academic Department..	Rushford.

BROOME.

Binghamton Central High School.....	Binghamton.
Dean Academy.....	Binghamton.
Deposit Union School, Academic Department...	Deposit.
Lisle Union School, Academic Department.....	Lisle.
Whitney's Point Union School, Academic Dept..	Whitney's Point.
Windsor Union School, Academic Department..	Windsor.

CATTARAUGUS.

Chamberlain Institute.....	Randolph.
Olean Union School, Academic Department.....	Olean.
Ten Broeck Free Academy.....	Franklinville.

CAYUGA.

Auburn Academic High School.....	Auburn.
Cayuga Lake Academy.....	Aurora.
Moravia Union School, Academic Department...	Moravia.
Oakwood Seminary.....	Union Springs.
Port Byron Free School and Academy.....	Port Byron.
Weedsport Union School, Academic Department,	Weedsport.

CHAUTAUQUA.

Dunkirk Union School, Academic Department...	Dunkirk.
Ellington Union School, Academic Department..	Ellington.

Forestville Free Academy	Forestville.
Jamestown Union School and Collegiate Inst ...	Jamestown.
Mayville Union School, Academic Department ..	Mayville.
Sherman Union School, Academic Department ..	Sherman.
Westfield Union School, Academic Department..	Westfield.

CHEMUNG.

Elmira Free Academy	Elmira.
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CHENANGO.

Afton Union School, Academic Department.....	Afton.
Bainbridge Union School, Academic Department,	Bainbridge.
Greene Union School, Academic Department....	Greene.
New Berlin Academy.....	New Berlin.
Norwich Union School, Academic Department ..	Norwich.
Oxford Academy	Oxford.
Sherburne Union School, Academic Department..	Sherburne.

CLINTON.

Champlain Union School, Academic Department,	Champlain.
Plattsburgh High School	Plattsburgh.

COLUMBIA.

Claverack Academy and Hudson River Institute,	Claverack.
Hudson Academy.....	Hudson.
Kinderhook Academy.....	Kinderhook.

CORTLAND.

Cincinnatus Academy	Cincinnatus.
Homer Union School, Academic Department....	Homer.
McGrawville Union School, Academic Dept.....	McGrawville.

DELAWARE.

Delaware Academy	Delhi.
Delaware Literary Institute.....	Franklin.
Stamford Seminary	Stamford.
Walton Union School, Academic Department...	Walton.

DUTCHESS.

Amenia Seminary.....	Amenia.
Poughkeepsie High School.....	Poughkeepsie.
Rhinebeck Union School, Academic Department,	Rhinebeck.
Sherman Smith Academy *.....	Pine Plains.

ERIE.

Angola Union School, Academic Department ...	Angola.
Aurora Academy	East Aurora.
Buffalo Central School	Buffalo.
Buffalo Female Academy.....	Buffalo.
Clarence Classical Union School	Clarence.
East Hamburg Friends' Institute.....	East Hamburg.

* Not yet in operation.

Griffith Institute	Springville.
Hamburgh Union School, Academic Department,	Hamburgh.

ESSEX.

Elizabethtown Union School, Academic Dept ...	Elizabethtown.
Keeseville Union School, Academic Department,	Keeseville.
Sherman Academy.....	Moriah.
Westport Union School, Academic Department..	Westport.

FRANKLIN.

Fort Covington Academy	Fort Covington.
Franklin (Free) Academy	Malone.

FULTON.

Gloversville Union School, Academic Department,	Gloversville.
Johnstown Union School, Academic Department,	Johnstown.

GENESEE.

Batavia Union School, Academic Department ...	Batavia.
Cary Collegiate Seminary.....	Oakfield.
Genesee and Wyoming Seminary.....	Alexander.
LeRoy Academic Institute.....	LeRoy.
Rural Seminary	East Pembroke.

GREENE.

Catskill Free Academy.....	Catskill.
Greenville Academy	Greenville.

HERKIMER.

Ilion Union School, Academic Department.....	Ilion.
Little Falls Union School, Academic Department,	Little Falls.
Fairfield Academy.....	Fairfield.
West Winfield Academy	West Winfield.

JEFFERSON.

Carthage Union School, Academic Department..	Carthage.
Hungerford Collegiate Institute	Adams.
Ives Seminary.....	Antwerp.
Union Academy of Belleville	Belleville.
Watertown High School.....	Watertown.

KINGS.

Adelphi Academy	Brooklyn.
Brooklyn Collegiate and Polytechnic Institute ..	Brooklyn.
Erasmus Hall Academy	Flatbush.
Packer Collegiate Institute	Brooklyn.

LEWIS.

Lowville Academy.....	Lowville.
Martin Institute.....	Martinsburgh.

LIVINGSTON.

Dansville Seminary	Dansville.
Genesee Wesleyan Seminary	Lima.
Geneseo Academy	Geneseo.
Jane Grey School	Mount Morris.
Mount Morris Union School, Academic Dept....	Mount Morris.
Nunda Academy	Nunda.

MADISON.

Brookfield Academy	Brookfield.
Canastota Union School, Academic Department..	Canastota.
Cazenovia Seminary	Cazenovia.
Colgate Academy	Hamilton.
DeRuyter Union School, Academic Department..	De Ruyter.
Evans Academy	Peterborough.
Yates Union School, Academic Department....	Chittenango.

MONROE.

Chili Seminary	North Chili.
Fairport Union School, Academic Department...	Fairport.
Rochester Female Academy	Rochester.
Rochester Free Academy	Rochester.
Webster Academy	Webster.

MONTGOMERY.

Amsterdam Academy	Amsterdam.
Fort Plain Seminary and Female Collegiate Inst.,	Fort Plain.
Palatine Bridge Union School, Academic Dept..	Palatine Bridge.

NIAGARA.

Lockport Union School, Academic Department..	Lockport.
Wilson Union School, Academic Department....	Wilson.

ONEIDA.

Augusta Academy	Augusta.
Clinton Grammar School, Female Department (Houghton Seminary)	Clinton.
Clinton Liberal Institute	Clinton.
Holland Patent Union School, Academic Dept...	Holland Patent.
Rome (Free) Academy	Rome.
Sauquoit Academy	Sauquoit.
Utica (Free) Academy	Utica.
Utica Female Academy	Utica.
Vernon Union School, Academic Department...	Vernon.
Waterville Union School, Academic Department,	Waterville.
Whitestown Seminary	Whitestown.

ONONDAGA.

Baldwinsville (Free) Academy	Baldwinsville.
Jordan (Free) Academy	Jordan.
Munro Collegiate Institute	Elbridge.
Onondaga Free Academy	Onondaga Valley.

Pompey Academy	Pompey.
Skaneateles Union School, Academic Department,	Skaneateles.
Syracuse High School	Syracuse.

ONTARIO.

Canandaigua Academy.....	Canandaigua.
East Bloomfield Academy	East Bloomfield.
Geneva Classical and Union School	Geneva.
Naples Academy	Naples.
Ontario Female Seminary.....	Canandaigua.
Phelps Union and Classical School.....	Phelps.

ORANGE.

Chester Union School, Academic Department....	Chester.
Montgomery Academy	Montgomery.
Port Jervis Union School, Academic Department,	Port Jervis.
S. S. Seward Institute	Florida.
Wallkill (Free) Academy.....	Middletown.
Warwick Institute.....	Warwick.

ORLEANS.

Albion Union School, Academic Department....	Albion.
Holley Union School, Academic Department....	Holley.
Medina Free Academy	Medina.
Yates Academy	Yates.

OSWEGO.

Falley Seminary	Fulton.
Mexico Academy	Mexico.
Oswego High School.....	Oswego.
Phoenix Union School, Academic Department...	Phoenix.
Pulaski Academy.....	Pulaski.
Sandy Creek Union School, Academic Dept.....	Sandy Creek.

OTSEGO.

Cooperstown Union School, Academic Dept.....	Cooperstown.
Gilbertsville Academy and Collegiate Institute..	Gilbertsville.
Hartwick Seminary	Hartwick Sem. P. O.
Morris Union School, Academic Department....	Morris.
Oneonta Union School, Academic Department...	Oneonta.
Unadilla Academy.....	Unadilla.

QUEENS.

Flushing Union School, Academic Department..	Flushing.
Union Hall Academy	Jamaica.

RENSSELAER.

Bath Union School, Academic Department	Bath-on-the-Hudson.
Hoosick Falls Union School, Academic Dept....	Hoosick Falls.
Lansingburgh Academy	Lansingburgh.

Nassau Academy	Nassau.
Troy Academy	Troy.
Troy Female Seminary	Troy.
Troy High School.....	Troy.

ST. LAWRENCE.

Canton Union School, Academic Department....	Canton.
Gouverneur Wesleyan Seminary.....	Gouverneur.
Lawrenceville Academy	Lawrenceville.
Massena Union School, Academic Department...	Massena.

SARATOGA.

Halfmoon Academy.....	Halfmoon.
Mechanicville Academy	Mechanicville.
Saratoga Springs Union School, Academic Dept.,	Saratoga Springs.
Temple Grove Seminary.....	Saratoga Springs.
Waterford Union School, Academic Department,	Waterford.

SCHENECTADY.

Schenectady Union Classical Institute.....	Schenectady.
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SCHOHARIE.

Cobleskill Union School, Academic Department..	Cobleskill.
Schoharie Union School, Academic Department..	Schoharie.

SCHUYLER.

Cook Academy.....	Havana.
Watkins Academic Union School.....	Watkins.

SENECA.

Ovid Union School, Academic Department.....	Ovid.
Seneca Falls Free Academy.....	Seneca Falls.
Waterloo Union School, Academic Department..	Waterloo.

STREUBEN.

Addison Union School, Academic Department...	Addison.
Canisteo Academy	Canisteo.
Corning Free Academy.....	Corning.
Franklin Academy.....	Prattsburgh.
Haverling Union School, Academic Department..	Bath.
Hornell Free Academy	Hornellsville.
Rogersville Union Seminary	South Dansville.
Woodhull Academy	Woodhull.

SUFFOLK.

Sag Harbor Union School, Academic Department,	Sag Harbor.
Huntington Union School, Academic Department,	Huntington.
Bridge Hampton Literary and Commercial Inst..	Bridge Hampton.

SULLIVAN.

Liberty Normal Institute	Liberty.
Monticello Academy	Monticello.

TIOGA.

Candor Free Academy	Candor.
Nichols Union School, Academic Department ...	Nichols.
Owego Free Academy	Owego.
Spencer Union School, Academic Department ...	Spencer.
Waverly Union School, Academic Department ..	Waverly.

TOMPKINS.

Dryden Union School, Academic Department ...	Dryden.
Groton Union School, Academic Department	Groton.
Ithaca Academy	Ithaca.
Trumansburgh Academy	Trumansburgh.

ULSTER.

Kingston (Free) Academy	Kingston.
New Paltz Academy	New Paltz.

WARREN.

Glen's Falls Academy	Glen's Falls.
Warrensburgh Academy	Warrensburgh.

WASHINGTON.

Argyle Academy	Argyle.
Cambridge Union School, Academic Department,	Cambridge.
Fort Edward Collegiate Institute	Fort Edward.
Fort Edward Union School, Academic Dept.	Fort Edward.
Greenwich Union School, Academic Department,	Greenwich.
Hartford Academy	South Hartford.
Marshall Seminary of Easton	Easton.
North Granville Seminary	North Granville.
Sandy Hill Union School, Academic Department,	Sandy Hill.
Washington (Free) Academy	Salem.
West Hebron Union School, Academic Dept.	West Hebron.
Whitehall Union School, Academic Department,	Whitehall.

WAYNE.

Leavenworth (Free) Institute	Wolcott.
Lyons Union School, Academic Department	Lyons.
Macedon Academy	Macedon Center.
Marion Collegiate Institute	Marion.
Newark Union School and Academy	Newark.
Palmyra Classical and Union School	Palmyra.
Red Creek Union Seminary	Red Creek.
Sodus Academy	Sodus.
Walworth Academy	Walworth.

WESTCHESTER.

North Tarrytown Union School, Academic Dept.,	North Tarrytown.
Peekskill Academy	Peekskill.

WYOMING.

Arcade Union School, Academic Department	Arcade.
Attica Union School, Academic Department	Attica.
Castile Union School, Academic Department	Castile.
Middlebury Academy	Wyoming.
Perry Academy	Perry.
Pike Seminary	Pike.
Warsaw Union School, Academic Department ..	Warsaw.

YATES.

Penn Yan Academy	Penn Yan.
Rushville Union School, Academic Department ..	Rushville.
Starkey Seminary	Eddytown.

SCHEDULE No. 2.

Being an alphabetical catalogue of the Academies and Academical departments of Union Schools reporting for the academic year ending between the 20th of June and 15th of September, 1876, with their respective locations, the names of the Principal and Officers of the Board of Trustees of each, the number and quorum of the board, and the date of the close of the academic year, as fixed by the trustees of each academy.

Number.	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
1.	Addison Union School, Acad. Dept., Addison, Steuben county	Erving L. Richardson, B. A., Dartmouth College.	President, John W. Dintony. Treasurer, S. V. Lattimer. Secretary, D. M. Darrin.	9	5	July 31
2.	Adelphi Academy, Brooklyn, Kings county.....	Stephen G. Taylor, A. M., Dartmouth College.	President, Charles Pratt. Treasurer, Harold Dolner. Secretary, E. F. de Seiding.	24	7	June 17
3.	Afton Union School, Acad. Dept., Afton, Chango county.	David E. Kohler, A. B., Cornell University	President, Edgar Garret. Treasurer, Eli M. Shay.	3	3	Aug. 1
4.	Albany Academy, Albany, Albany county.....	Merrill E. Gates, A. M., Rochester University.	Secretary, Merrill E. Gates. Treasurer, Merrill E. Gates.	16	5	Aug. 31
5.	Albany Female Academy, Albany, Albany county.	Miss Louise Ostrom.....	.....	.....	.....	.....
6.	Albany High School, Albany, Albany county. . .	John E. Bradley, A. M., Williams College.....	President, Charles F. Easton. Treasurer and Secretary, John O. Cole.	12	7	June 25
7.	Albion Academy, Albion, Orleans county.....	F. W. Forbes.....	.....	.....	.....	.....
8.	Alfred University, Acad. Dept., Alfred Centre, Allegany county.	Jonathan Allen, Ph D., Oberlin College.....	President, Benjamin F. Langworthy. Treasurer, Eliza Potter. Secretary, Mark Sheppard.	23	11	July 5
9.	Almond Academy, Almond, Allegany county.. .	Gordon Evans	President, Jesse B. Gibbs. Treasurer, Henry W. Crandall. Secretary, Charles T. Hall.	18	7	Aug. 21
10.	Amonia Seminary, Amonia, Dutchess county . .	Samuel T. Frost, A. M., Yale College . . .	President, Dr. Deane Guernsey. Treasurer, Hon. Abiah W. Palmer. Secretary, Samuel T. Frost.	12	7	June 23
11.	Amsterdam Academy, Amsterdam, Montgomery county.	W. W. Thompson, A. M., Middlebury College	President, Stephen Sanford. Treasurer, D. W. Shuler. Secretary, A. W. Kline.	11	6	Sept. 1
12.	Angola Union School, Acad. Dept., Angola, Erie county	Wm H. Brundict, A. B., Hamilton College	President, Henry A. Towne. Treasurer, Hon. Lynne Chalmers. Secretary, L. Roy W. Chalmers.	6	3	Aug. 1

No.	Location	President	Secretary	Treasurer	Other Officers	Term
13	Arcade Union School, Acad. Dept., Arcadia, Wyoming county	George M. Foster, Rochester (Albert M. Moss, 1876-7)	George A. Hoadley, A. B., C. E., Union College	Thomas B. Lovell, A. M., University of Rochester	John E. Myer, A. M., Williams College	Sept. 1
14	Argyle Academy, Argyle, Washington county	George A. Hoadley, A. B., C. E., Union College	Thomas B. Lovell, A. M., University of Rochester	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Aug. 31
15	Attica Union School, Acad. Dept., Attica, Wyoming county	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	Abner E. Leber, A. M., Wesleyan University (A. J. Round, 1876-7)	Gardner Fuller, A. M., Wesleyan University	June 30
16	Auburn Academic High School, Auburn, Cayuga county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31
17	Augusta Academy, Augusta, Oneida county	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	Abner E. Leber, A. M., Wesleyan University (A. J. Round, 1876-7)	Gardner Fuller, A. M., Wesleyan University	July 31
18	Aurora Academy, East Aurora, Erie county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	June 30
19	Bainbridge Union School, Acad. Dept., Bainbridge, Chenango county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31
20	Baldwinsville (Free) Academy, Baldwinsville, Onondaga county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31
21	Batavia Union School, Acad. Dept., Batavia, Genesee county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	June 30
22	Bath-on-the-Hudson Union School, Acad. Dept., Bath-on-the-Hudson, Rensselaer county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	June 30
23	Binghamton Central High School, Binghamton, Broome county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31
24	Bridge Hampton Literary and Com'l Institute, Bridge Hampton, Suffolk county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31
25	Brookfield Union School, Acad. Dept., Brookfield, Madison county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31
26	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, Kings county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	June 30
27	Buffalo Central School, Buffalo, Erie county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	June 30
28	Buffalo Female Academy, Buffalo, Erie county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	Sept. 1
29	Cambridge Union School, Acad. Dept., Cambridge, Washington county	John E. Myer, A. M., Williams College	Sylvia A. Light, Boughton Seminary	Donald J. Sinclair, A. M., University of Rochester (Geo. A. Gary, 1876-7)	E. W. Rogers, Delaware Literary Institute (A. G. Kilmer 1876-7)	July 31

SCHEDULE No. 2 — (Continued).

Number	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of Trustees.	Quorum	Academic year ends.
30.	Canandaigua Academy, Canandaigua, Ontario county.	Noah T. Clark, Ph. D., Cambridge, Mass.	President, Thaddeus Chapin. Treasurer, Secretary, President, Treasurer, Secretary, President, E. S. Williams Treasurer, J. Thompson Secretary, J. H. Jennings President, Rev. Lewis F. Laine Treasurer, John Consalus Secretary, W. E. Stephens President, Treasurer, Secretary, President, Horace Hooker, Treasurer, E. H. Myers Secretary, L. G. Peck President, Wm. Wolcott Treasurer, Gad B. Worthington Secretary, Samuel A. March President, Davis W. Smith Treasurer, Secretary, President, Treasurer, President, Treasurer, Secretary, N. L. Zabriskie President, Rev. O. L. Gibson Treasurer, George L. Rouse Secretary, D. E. Haskell President, E. S. Ingersoll Treasurer, Hon. A. G. Dow Secretary, H. K. Van Rensselaer President, Treasurer, Secretary,	12 6 7 11 9 5 24 6 9 9 15 13	7 8 4 7 5 3 5 5 7 7	July 5 Aug. 31 July 14 June 16 June 35 Aug. 1 June 20 June 30 July 3 Aug. 16 Aug. 1 June 30
31.	Canastota Union School, Acad. Dept., Canastota, Madison county.	Aaron White, A. M., Wesleyan University.				
32.	Candor Free Academy, Candor, Tyoga county.	Le Roy D. Farnham, Oswego Normal School.				
33.	Canisteo Academy, Canisteo, Steuben county.	Wellington La Monte, A. M., Union College (D. M. Estes, 1876-7).				
34.	Canton Union School, Acad. Dept., Canton, St. Lawrence county.	N. W. Evans, Hobart College.				
35.	Carthage Union School, Acad. Dept., Carthage, Jefferson county.	A. B. Brown, Cortland Normal School.				
36.	Cary Collegiate Seminary, Oakfield, Genesee county.	Rev. Chas. H. Kellogg, Denison University, Ohio.				
37.	Castle Union School, Acad. Dept., Castle, Wyoming county.	J. F. Forbes, Rochester (H. H. Snell, 1876-7).				
38.	Catakill Free Academy, Catskill, Greene county.	James Barkley (G. W. Calkins, 1876-7).				
39.	Cayuga Lake Academy, Aurora, Cayuga county.	Charles Kelcey, A. M., Hamilton College.				
40.	Queenoria Seminary, Queenoria, Madison county.	Rev. Winfield S. Smyth, Ph. D., Wesleyan University.				
41.	Chamberlain Institute, Randolph, Cattaraugus county.	Rev. James T. Edwards, D. D., Wesleyan University.				
42.	Champion Union School, Acad. Dept. Champlain, Clinton county.	.....			

43	Chester Union School, Acad. Dept., Chester Orange county.	William Simpson, Fort Edward	President, C. P. Smith	5	3	Aug. 31
44	Chili Seminary, North Chili, Monroe county	B. T. Roberts, A. M., Wesleyan Seminary ..	Treasurer, Wm. King	13	7	June 13
45	Christian Brothers' Academy, Albany, Albany county.	Brother Benedict	President and Secretary, Thomas Sully .....	..	..	..
46	Cincinnati Academy, Cincinnati, Cortland county.	E. C. Wheeler	President, Henry M. Kingman	13	7	July 1
47	Clarence Classical Union School, Clarence, Erie county.	Herman C. De Groat, A. M., New York State Normal School, Albany.	Secretary,	9	5	Aug. 8
48	Claverack Academy and Hudson River Institute, Claverack, Columbia county.	Rev. Alonzo Flack, Ph. D., Union College...	Treasurer, Burdore Wilkale	13	7	June 26
49	Clinton Grammar School, Clinton, Oneida county.	Rev. Isaac O. Best (Male Dept.), Dr. John C. Gallup (Female Dept.), Williams College.	Secretary, Samuel W. Raymond	6	3	June 31
50	Clinton Liberal Institute, Clinton, Oneida county.	J. Thornton Omond, A. M., Mt. Union College, Ohio.	Treasurer and Secretary, Edward North	19	7	Sept. 1
51	Cobleskill Union School, Acad. Dept., Cobleskill, Schoharie county.	Robert P. Orr, A. M., Union College (Charles E. Bove, 1876-7).	President, Rev. Asa Naxe, D. D.	3	4	Aug. 31
52	Colgate Academy, Hamilton, Madison county ...	Rev. F. W. Towle, A. M., Madison University.	Treasurer, Charles Holmes	25	10	June 16
53	Cook Academy, Havana, Schuyler county	A. C. Winters, A. M., University of Rochester.	Treasurer, James W. Lawyer	18	7	June 30
54	Cooperstown Union School, Acad. Department, Cooperstown, Otsego county.	John G. Wight, A. M., Bowdoin College. ...	Secretary, John M. Dean	8	2	Aug. 31
55	Cornling Free Academy, Cornling, Steuben county.	Henry A. Bakam, A. M., Ph. D., Columbia College (A. G. Slocum, 1876-7).	Treasurer, P. B. Spear	6	4	July 1
56	Danaville Seminary, Danaville, Livingston county.	Samuel H. Goodyear, A. B., Cornell College, Iowa.	Secretary, B. F. Marlock	13	7	June 26
57	Dean Academy, Binghamton, Broome county. ...	(R. A. Paterson, 1876-7)	President, A. S. Kendall .....	..	..	..
58	Delaware Academy, Delhi, Delaware county	Sherd E. Smith, A. M., Union College	Treasurer, John N. Hennessey	13	7	July 1
59	Delaware Literary Institute, Franklin, Delaware county.	Eber M. Rollo, Williams College	Secretary, Charles Shepard	20	9	July 7
			Secretary, Ira Wilcox .....	..	..	..

SCHEDULE No. 2—(Continued).

Number.	ACADEMIES, ETC	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees	No. of trustees.	Quorum.	Academic year ends.
60.	Deposit Union School, Acad. Department, Depoe, Broome county.	Miss Mary E. Truesdell	President, Wm. L. Ford. Treasurer, Charles K. Brown. Secretary, Charles J. Knapp.	3	3	July 10
61.	Dryden Union School, Acad. Department, Dryden, Tompkins county.	F. J. Cheney, A. M., Syracuse	President, William Fitch. Treasurer, David Bower. Secretary, John Miller.	3	4	Aug. 30
62.	Dunkirk Union School, Acad. Department, Dunkirk, Chautauque county.	Wm Harkins, B. S., B. L., Cornell University	Treasurer, Chas. D. Murray. Treasurer, T. R. Coleman. Secretary, Wm. Zimmerman.	3	4	July 6
63.	East Bloomfield Academy, East Bloomfield, Ontario county.	Miss J. A. Osborne, 1876-7	President, .....	..	..	..
64.	East Hamburgh Friends' Institute, East Hamburgh, Erie county.	Hiram B. Farmer, L.L. B., Union University (Dorcas H. Nichols, 1876-7)	Treasurer, Allen Potter. Treasurer,	13	7	June 16
65.	Egberts High School, Cohoes, Albany county	Oliver P. Steves, A. M., Union College.	Secretary,	13	7	June 23
66.	Elizabethtown Union School, Acad. Department, Elizabethtown, Essex county.	John W. Chandler, Fallay Seminary	Treasurer, .....	..	..	..
67.	Ellington Union School, Acad. Dept., Ellington, Chautauque county.	Wm. P. Spring, A. M., Oberlin College, Ohio, (R. R. Rogers, 1876-7)	Secretary,	6	4	July 15
68.	Elmira Free Academy, Elmira, Chemung county.	James R. Monka, A. M., Union College	President, .....	..	..	..
69.	Erasmus Hall Academy, Flatbush, Kings county.	Jared Hasbrouck	Treasurer, Edward Danforth. Secretary,	9	5	June 23
70.	Erane Academy, Peterborough, Madison county.	Elbert Place, A. B., Williams College (Byron Wells, 1876-7)	President, .....	..	..	..
71.	Fairfield Academy, Fairfield, Herkimer county.	C. V. Farrell, Cornell University	Treasurer,	19	7	July 1
72.	Fairport Union School, Acad. Department, Fairport, Monroe county	J. R. Gordon, A. M., Genesee College	Secretary, Caleb Calhoun. President, Wm. Mather. Treasurer, Jarius Mather. Secretary, Frank M. Ford. President, J. H. H. Ford. Treasurer, Henry E. Wolcott. Secretary, Homer A. Heston.	24	7	July 25
				7	4	June 30

73..	Valley Seminary, Fulton, Oswego county	Rev. James Gilmour, A. M., Union College.	President, John J. Wolcott.	9	5	July	31
74..	Forestville Free Academy, Forestville, Chautauqua county.	Marcellus W. Darling, Michigan University (S. H. Albro, 1876-7).	Treasurer, Charles B. Eggleston	5	3	July	31
75..	Fort Covington (Free) Academy, Fort Covington, Franklin county.	Walter H. Winchester, Amherst College (M. F. Perry, 1876-7).	Secretary, Wm. I. Townsend	9	6	Aug.	31
76..	Fort Edward Collegiate Institute, Fort Edward Washington county.	Joseph E. King, D. D., Ph. D., Wesleyan University.	President, P. A. Matthews.	15	7	June	23
77..	Fort Edward Union School, Acad. Department, Port Edward, Washington county.	Daniel C. Farr, A. M., Williams College. . .	Treasurer, W. H. Winchester	9	6	June	30
78..	Port Plain Seminary and Female Collegiate Institute, Fort Plain, Montgomery county.	Rev. Abraham Mattice, A. M., Rutgers College.	Secretary, H. W. Bennett.	15	7	June	30
79..	Franklin (Free) Academy, Malone, Franklin county.	Wm. S. Asmuck, A. M., Western Reserve College (M. E. McClary, 1876-7).	Treasurer, H. W. Stoughton.	10	6	July	15
80..	Franklin Academy, Prattburgh, Steuben county..	Jamer Christie, B. A., Michigan University..	Secretary, Alfred Carey.	9	5	June	30
81..	Friendship Academy, Friendship, Allegany county.	Prosper Miller, A. M., Union College.	Treasurer, Samuel C. F. Thorndike.	21	7	June	30
82..	Genesee and Wyoming Seminary, Alexander, Genesee county.	George M. Browne, Brown University (M. E. Chapin, 1876-7).	President, Eliab T. Watkins	20	7	Aug.	23
83..	Genesee Valley Seminary, Belfast, Allegany county	C. D. Davie, A. B., Meadville, Pa. (E. A. Parks, 1876-7).	Treasurer, George McLean.	5	3	June	16
84..	Genesee Wesleyan Seminary, Lima, Livingston county.	Rev. G. H. Bridgman, A. M., Victoria College, Canada.	President, Hon. A. J. Wellman.	19	8	June	21
85..	Geneva Classical and Union School, Geneva, Ontario county.	Wm. H. Vrooman, M. A., Union College.	Secretary, Geo. W. Fries	5	3	Aug.	30
86..	Gilbertsville Academy, Gilbertville, Otsego county.	Abel Wood, A. M., Dartmouth College. . . .	Treasurer, Levi M. Button.	21	7	Aug.	1
87..	Glen's Falls Academy, Glen's Falls, Warren county.	James S. Cooley, A. M., Williams College (W. McLaren, 1876-7).	President, J. Russell Blackman.	16	7	July	3
88..	Gloverville Union School, Acad. Dept., Gloverville, Fulton county.	Henry A. Pratt, A. B., Yale College.	Treasurer, J. L. Gilbert.	9	5	June	30
89..	Gouverneur Wesleyan Seminary, Gouverneur, St. Lawrence county.	M. H. Fittie, A. M., Dartmouth College (H. W. Hunt, 1876-7).	President, Rev. A. J. Fennel	9	5	June	9
			Treasurer, A. A. Holden, M. D.	9	5	June	9
			Secretary, D. A. Johnson.	9	5	June	9

SCHEDULE No. 2—(Continued).

Number.	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of Trustees.	Months.	Academic year ends.
90	Greene Union School, Acad. Dept., Greene, Chautauque county.	A. J. Osborne, Brockport (E. W. Rogers, 1876-7).	President, R. P. Barnard Treasurer, Wm. F. Russell Secretary, John S. Stephens	5	3	July 16
91	Greenville Academy, Greenville, Greene county.	James V. D. Ayres, M. A., Union College.	President, Lewis Sherrill Treasurer, A. N. Boutley Secretary, I.	13	7	July 12
92	Greenwich Union School, Acad. Dept., Greenwich, Washington county.	C. J. Doughty (W. Somers, 1876-7).	President, Treasurer, Secretary,	9	3	Sept. 3
93	Griffith Institute, Springville, Erie county.	Samuel W. Eddy, A. B., Hamilton College	President, Treasurer, Secretary,	13	5	July 31
94	Groton Union School, Acad. Dept., Groton, Tompkins county.	V. L. Davey, A. B., Cornell University	President, Treasurer, H. D. Spencer Secretary, S. N. Jones	7	4	Aug. 13
95	Halfmoon Academy, Halfmoon, Saratoga county.	Emma Moody				
96	Hamburg Union School, Acad. Dept., Hamburg, Erie county.	Fred Dick, A. B. Hamilton College	President, George A. Schmitt Treasurer, Misford Fish Secretary, Amos H. Baker	9	5	July 31
97	Hartford Academy, South Hartford, Washington county.	A. A. Gillett				
98	Hartwick Seminary, Hartwick Seminary P. O., Otsego county.	Rev. James Pitcher, A. M.	President and Treasurer, Secretary,	12	7	June 25
99	Haverling Union School, Acad. Dept., Bath, Steuben county.	Levi D. Miller, A. M., Hamilton College	President, Treasurer, Wm. W. Allen Secretary, Charles F. Kingsley	6	4	Aug. 1
100	Holland Patent Union School, Acad. Dept., Holland Patent, Oneida county.	D. D. Van Allen, A. M., Alfred University	President, Dr. Albert Wells Treasurer, Augustus Candee	9	5	June 30
101	Holley Union School, Acad. Dept., Holley, Orleans county.	M. M. Baldwin, M. A., Hobart College.	Secretary, President, Treasurer,	6	4	June 30
102	Homer Union School, Acad. Dept., Homer, Cortland county.	Ezra J. Peck, A. M., Williams College	Secretary, President, Treasurer, Secretary, C. O. Newton	9	5	June 30

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SCHEDULE No. 2 — (Continued).

Number.	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
120	Leavenworth (Free) Institute, Wicott, Wayne county.	John T. Colbran, Cornell University (W. R. Vorburgh, 1876-7).	President, A. P. Crafts, M. D. Treasurer, Secretary,	9	5	July 15
121	Le Roy Academic Institute, Le Roy, Genesee county.	Wilfred H. Munro, A. M., Brown University.	President, Treasurer, Secretary,	15	8	June 15
122	Liberty Normal Institute, Liberty, Sullivan county.	F. E. Wood	President, John D. Watkins, sole trustee.	1	1	July 7
123	Lisle Union School, Acad. Dept., Lisle, Broome county	E. T. De Bell, Rochester (F. J. Sherman, 1876-7).	President, Timothy Wrench Treasurer, Secretary,	9	5	Aug. 1
124	Little Falls Union School, Acad. Dept., Little Falls, Herkimer county.	W. W. Baker, A. B., Union College	President, Treasurer, Secretary,	4	4	July 3
125	Lockport Union School, Acad. Dept., Lockport, Niagara county.	Asahel B. Evans, A. M., University of Rochester	President, Treasurer, Secretary,	12	7	June 30
126	Lowville Academy, Lowville, Lewis county . . .	Wm. R. Adams, A. M., Union College	President, Treasurer, Secretary,	15	7	Aug. 1
127	Lyons Union School, Acad. Dept., Lyons, Wayne county.	W. H. Lord, A. M., Hobart College	Treasurer, Secretary, W. R. Adams President, Wm. Van Camp	3	2	July 18
128	Macedon Academy, Macedon Centre, Wayne county.	J. Edman Massee, A. B., Hamilton College (V. A. Crandall, 1876-7).	Treasurer, Moses A. Hug Secretary, W. G. David, M. D. President, John G. Mead	15	7	July 30
129	McGrawville Union School, Acad. Dept., McGrawville, Cortland county.	John H. Kelley (A. B. Davis, 1876-7)	Treasurer, John N. Brownell Secretary, Hugh B. Jolley President, Perry H. McGraw	9	5	July 16
130	Marion Collegiate Institute, Marion, Wayne county.	I. Burns Fraser, A. M., Edinburgh	Treasurer, Delora McGraw Secretary H. C. Hendrick President and	15	7	Aug. 31
131	Marshall Seminary of Easton, Easton, Washington county.	A. W. Macy	Treasurer, Nelson D. Youngs Secretary, Sidney F. Durfee President, Joseph W. Peckham	12	7	July 3
132	Massena Union School, Acad. Dept., Massena, St. Lawrence county	J. A. Haig, A. B., Middlebury, Vt.	Treasurer, John H. Wilbur Secretary, John Pratt President, Wm. H. Paddock	9	5	July 1
133	Mayville Union School, Acad. Dept., Mayville, Hamilton county	Wm. F. Ulery, A. M., Gettysburg College, Pa.	Treasurer, M. H. Flaherty Secretary, Marshall Andrews President, Thomas D. Hammett Treasurer, George W. Clifford Secretary, Albin A. Van Dusen	9	5	Aug. 31

No.	Academy	President	Secretary	Treasurer	Aug.
1394	Mechanicville Academy, Mechanicville, Saratoga county.	Mrs. Sarah E. K. Ames	Frank J. Squires, Cortland (John T. Cothran, 1876-7)	Charles E. Havens, A. M., Hamilton College.	Aug. 29
1395	Medina Free Academy, Medina, Orleans county.			H. G. Davis, A. M., Tufts College.	June 28
1396	Mexico Academy, Mexico, Oswego county.			Benj. C. Nevins, A. M., Rutgers College.	July 8
1397	Middlebury Academy, Wyoming, Wyoming county.			Francis G. Snook, State Normal School, Albany.	July 1
1398	Montgomery Academy, Montgomery, Orange county.			Charles O. Bondy, A. M.	Aug. 1
1399	Monticello Academy, Monticello, Sullivan county.			Abram G. Miller, Madison University.	June 8
1400	Moravia Union School, Acad. Dept., Moravia, Cayuga county.			Barr Lewis, A. M., University of Rochester (E. C. Stringer, 1876-7).	Aug. 15
1401	Morris Union School, Acad. Department, Morris, Chenango county.			Truman K. Wright, A. M., Middlebury College, Vt.	Aug. 31
1402	Mount Morris Union School, Acad. Department, Mount Morris, Livingston county.			C. H. Davis	June 28
1403	Munro Collegiate Institute, Elbridge, Onondaga county.			Kate L. Hyer	July 20
1404	Naples Academy, Naples, Ontario county.			A. W. Norton, A. M., University of Rochester (C. A. Pease, 1876-7).	June 28
1405	Nassau Academy, Nassau, Rensselaer county.			Irving P. Bishop, Cornell University (F. M. Sprague, 1876-7).	June 28
1406	Newark Union School and Academy, Newark, Wayne county.			Dr. H. M. Baueher, University of Marburg.	June 20
1407	New Berlin Academy, New Berlin, Chenango county.			Frank J. Vose	Aug. 31
1408	New Paltz Academy, New Paltz, Ulster county.			(W. C. Wilcox, 1876-7)	Sept. 6
1409	Nichols Union School, Acad. Department, Nichols, Tioga county.				June 20
1410	North Granville Seminary, North Granville, Washington county.				June 20

SCHEDULE No. 2 — (Continued).

Number.	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of trustees.	Quorum.	Academic year ends.
151	Norwich Union School, Acad. Dept., Norwich, Chenango county.	Hiram L. Ward, A. M., Hamilton College.	President, John Mitchell Treasurer, Wm. S. Hewitt Secretary, James B. Worman	7	4	July 1
152	Nunda Academy, Nunda, Livingston county.	Rev. Wm. H. Rogers, A. M., Alfred University (M. T. Dana, 1876-7).	President, Lewis B. Warner Treasurer, Walter B. Whitcomb Secretary, James V. D. Coon	20	7	June 25
153	Oakwood Seminary, Union Springs, Cayuga county.	Elijah Cook, Jr.	President, John J. Thomas Treasurer, Emmor Haines Secretary, Edward W. Herendeen	6	6	July 12
154	Oneonta Union School, Acad. Dept., Oneonta, Otsego county.	Nathaniel N. Ball.	President, Samuel T. Burnside Treasurer, John Cope Secretary, Andrew G. Shaw	6	4	July 15
155	Onondaga (Free) Academy, Onondaga Valley, Onondaga county.	Oliver W. Sturdevant.	President, C. C. Marlette Treasurer, F. N. Dickinson Secretary, J. J. Rowan	9	5	Aug. 10
156	Ontario Female Seminary, Canandaigua, Ontario county.	B. Richards	.....	.....	.....	.....
157	Oswego High School, Oswego, Oswego county	C. W. Richards, Oswego Normal School	President, John L. McWhorter Treasurer, Chester W. McElroy Secretary, Virgil C. Douglass	16	9	July 15
158	Ovid Union School, Acad. Dept., Ovid, Seneca county.	Rev. Wm. L. Hyde, A. B., Bowdoin College	President, Thaddeus Bodine Treasurer, J. B. Thomas Secretary, H. W. Torrence	5	3	July 1
159	Owego (Free) Academy, Owego, Tioga county	Alexander J. Robb, Union College	President, Peter C. Peterson Treasurer and Secretary, A. Coburn	6	4	Aug. 31
160	Oxford Academy, Oxford, Chenango county.	Frank B. Lewis, Yale College.	President, Treasurer, Secretary, Assistant Secretary	21	7	June 16
161	Packer Collegiate Institute, Brooklyn, Kings county.	Alonso Crittenden, Ph. D., Union College	President, Treasurer, Secretary, Assistant Secretary	15	6	June 20
162	Palatine Bridge Union School, Acad. Dept., Palatine Bridge, Montgomery county.	Hiram L. Huston, A. M., Columbia College (M. J. Michael, 1876-7).	President, Treasurer, Secretary, Assistant Secretary	3	2	June 23
163	Palmyra Classical Union School, Palmyra, Wayne county.	H. F. Bart, A. M., Harvard College.	President, Treasurer, Secretary, Assistant Secretary	6	5	June 20

164	Peekskill Academy, Peekskill, Westchester county	Charles J. Wright, A. M., Hobart College; Robert Donald, A. M., Union College.	13	7	June	16
165	Penn Yan Academy, Penn Yan, Yates county.....	Francis D. Hodgson, A. M., Wesleyan University.	9	5	July	1
166	Perry Union School, Acad. Dept., Perry, Wyoming county.	Ella S. Calligan, Elmira	7	4	Aug.	31
167	Phelps Union and Classical School, Phelps, Ontario county.	Hyland C. Kirk, Amherst College.....	5	3	July	15
168	Phoenix Union School, Acad. Dept., Phoenix, Oswego county.	Byron G. Clapp.....	6	4	Sept.	1
169	Pike Seminary, Pike, Wyoming county... ..	Irving B. Smith, A. M., Hillsdale College, Mich.	17	7	June	30
170	Plattsburgh High School, Plattsburgh, Clinton county.	Oscar Atwood, A. M., University of Vermont.	10	6	June	30
171	Pompey Academy, Pompey, Onondaga county.....	G. E. Ryan (J. H. Edselsald, 1876-7)	13	7	Aug.	31
172	Port Byron Free School and Academy, Port Byron, Cayuga county.	Cyrus A. Peske, A. B., Union College (W. S. Amcock, 1876-7).	9	5	July	1
173	Port Jervis Union School, Acad. Dept., Port Jervis, Orange county.	Albert B. Wilbur, A. M. Yale College.	7	4	Aug.	30
174	Poughkeepsie High School, Poughkeepsie, Dutchess county.	Samuel W. Buck.....	13	7	June	30
175	Pulaski Academy, Pulaski, Oswego county	Sebastian Duffy, A. M., Union College.....	9	5	June	30
176	Red Creek Union Seminary, Red Creek, Wayne county.	Cyrus M. Waterman.....	9	5	June	30
177	Rensselaerville Academy, Rensselaerville, Albany county.	John Jones, A. B., London University (A. Marcellus, 1876-7).	15	7	July	3
178	Rhinebeck Union School, Acad. Dept., Rhinebeck, Dutchess county.	Frank B. Wells.....	.....	.....	.....	.....
179	Rochester Female Academy, Rochester, Monroe county.	Mrs. Sarah J. Nichols.....	.....	.....	.....	.....
180	Rochester Free Academy, Rochester, Monroe county.	Nehemiah W. Benedict, D.D., Madison University.	5	3	June	30

President Owen T. Collin	13	7	June	16
Treasurer, Nathaniel Dain	9	5	July	1
Secretary, Sanford R. Knapp.....	7	4	Aug.	31
President,	5	3	July	15
Treasurer,	6	4	Sept.	1
Secretary, Alanson King	17	7	June	30
Treasurer, Richard T. Tuttle .....	.....	.....	.....	.....
Secretary, E. McRead .....	.....	.....	.....	.....
President, S. K. Bowker.....	.....	.....	.....	.....
Treasurer and .....	.....	.....	.....	.....
Secretary, John Q. Howe.....	.....	.....	.....	.....
President, C. W. Avery .....	.....	.....	.....	.....
Treasurer, E. Murray.....	.....	.....	.....	.....
Secretary, H. A. Brainard.....	.....	.....	.....	.....
President, Marvin E. Shepard .....	.....	.....	.....	.....

Treasurer, Albert B. Wilbur.....	7	4	Aug.	30
Secretary, Andrew J. Snyder.....	.....	.....	.....	.....
President and	13	7	June	30
Treasurer, Edward C. Bolton	9	5	June	30
Secretary, Richard Brittain .....	.....	.....	.....	.....
President, J. W. Fenton .....	.....	.....	.....	.....
Treasurer, James A. Clark .....	.....	.....	.....	.....
Secretary, B. Snow.....	.....	.....	.....	.....
President, J. Byron Smith .....	.....	.....	.....	.....
Treasurer, .....	.....	.....	.....	.....
Secretary, .....	.....	.....	.....	.....
President, Rev John O. Gordon	15	7	July	3
Treasurer, Sanford C. Simon .....	.....	.....	.....	.....
Secretary, John L. Rice .....	.....	.....	.....	.....
President, .....	.....	.....	.....	.....
Treasurer, .....	.....	.....	.....	.....
Secretary, Seth H. Terry.....	.....	.....	.....	.....
Treasurer, Thomas C. Montgomery	6	4	July	15
Secretary, Joseph A. Eastman.....	.....	.....	.....	.....
President, Robt. J. Lester.....	.....	.....	.....	.....
Treasurer, Geo. D. Williams .....	.....	.....	.....	.....
Secretary, C. N. Simmons .....	.....	.....	.....	.....

SCHEDULE No. 2—(Continued):

Number.	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
181	Rogersville Union Seminary, South Danesville, Steuben county.	E. L. Maxson, A. B., Alfred University (B. S. Partridge, 1876-7).	President, Charles S. Ackley..... Treasurer, Edward Cridler..... Secretary, Andrew W. Cook.....	12	7	Aug. 11
182	Rome (Free) Academy, Rome, Oneida county. . .	A. G. Benedict, A. M., Hamilton College.	President, B. W. Williams Treasurer, R. E. Sutton..... Secretary, John Relfert.....	6	4	June 30
183	Rural Seminary, East Pembroke, Genesee county.	Seward Robson, A. B., Madison University (J. W. Kales, 1876-7).	President, Reuben Willett..... Treasurer, G. S. Corwin..... Secretary, Jacob T. Arnold.....	12	7	Aug. 15
184	Rushford Union School, Acad. Dept., Rushford, Allegany county.	Wm. W. Bean, A. M., Alfred University (F. J. Diamond, 1876-7).	President, E. E. Malliken Treasurer, M. C. White Secretary, W. E. Kayes	6	4	June 30
185	Rushville Union School, Acad. Dept., Rushville, Yates county.	A. D. Whitney, Middlebury College, Vt.....	President, S. J. Jones Treasurer, J. W. Hunt Secretary, E. F. Chase	9	5	June (?)
186	Sandy Creek Union School, Acad. Dept., Sandy Creek, Oswego county.	John G. Williams, A. M., Wesleyan University (J. Edman Mabee, 1876-7).	President, Henry L. Howe, Treasurer, Secretary,	9	5	July 31
187	Sandy Hill Union School, Acad. Dept., Sandy Hill, Washington county.	William McLaren (J. H. Durkee, 1876-7).	President, Treasurer, Secretary,	9	5	Sept. 1
188	Saratoga Springs Union School, Acad. Dept., Saratoga Springs, Saratoga county.	Levi S. Packard, A. M., Amherst College. . .	President, Treasurer, Secretary,	9	5	June 30
189	Sanquett Academy, Sanquett, Oneida county.....	B. F. Miller (L. J. Kimball, 1876-7).	Treasurer, President, Secretary,	12	7	Aug. 4
190	Schenectady Union Classical Institute, Schenectady, Schenectady county.	Samuel B. Howe, A. M., Union College.....	President, Treasurer, Secretary,	10	5	June 30
191	Schoharie Union School, Acad. Dept., Schoharie, Schoharie county.	Solomon Star, A. M., M. D., Wesleyan University.	President, Treasurer, Secretary,	6	4	July 15
192	Seneca Falls (Free) Academy, Seneca Falls, Seneca county.	E. B. Fancher, A. B., Union College.....	President, Treasurer, Secretary,	7	4	July 1

OFFICERS, ETC.

193	Sherburne Union School, Acad. Dept., Sherburne, Chenango county.	Stanley P. Field	President, T. H. Matteson	9	5	July	24
194	Sherman Academy, Moriah, Essex county	Edward J. Owen, A. M., University of city of New York.	Treasurer, Joshua Pratt	12	7	Aug.	1
195	Sherman Union School, Acad. Dept., Sherman, Chautauqua county.	James W. Brown (J. W. Selden, 1876-7)	Secretary, C. A. Fuller	9	5	Aug.	7
196	Skaneateles Union School, Acad. Dept., Skaneateles, Onondaga county.	Arthur M. Wright, A. B., Hamilton College	President, George Sherman	6	4	June	30
197	Sodus Academy, Sodus, Wayne county	Elisha Curdiss, Union College	Treasurer, Albert Kidder	12	7	July	20
198	Spencer Union School, Acad. Dept., Spencer, Tioga county.	C. H. Freeman (F. Johnston, 1876-7)	Secretary, Bovett M. Bishop	6	4	Sept.	1
199	S. S. Seward Institute, Florida, Orange county	T. G. Schriner, Male Dept.	Treasurer, Wm. F. Green	3	2	June	13
200	Stamford Seminary, Stamford, Delaware county	Mrs. G. W. Soward, Female Dept.	President, B. J. Coffin	12	7	June	23
201	Starkey Seminary, Eddytown, Yates county	J. Harvey McKee, LL. B.	Treasurer, George M. Grier	24	7	July	1
202	Syracuse High School, Syracuse, Onondaga county.	B. F. McHenry, A. M.	Secretary, Hon. Frederick W. Seward	8	5	June	30
203	Temple Grove Seminary, Saratoga Springs, Saratoga county.	Samuel Thurber, A. M., Brown University	President, Francis R. Gilbert	...	...	...	...
204	Ten Broeck Free Academy, Franklinville, Cattaraugus county.	Charles F. Dowd, A. M.	Treasurer, J. H. Champlin	...	...	...	...
205	Troy Academy, Troy, Rensselaer county.	William M. Benson, A. M., Syracuse University.	Secretary, C. S. Lewis	8	2	July	3
206	Troy Female Seminary, Troy, Rensselaer county.	T. Newton Willson, A. M., Washington and Lee University.	President, Rev. Irvin Bullock	12	5	Sept.	1
207	Troy High School, Troy, Rensselaer county	Emily T. Wilcox	Treasurer, Myers T. Webb	...	...	...	...
208	Trumansburgh Academy, Trumansburgh, Tompkins county.	Henry A. Pierce, A. M., Williams College	Secretary, Rev. Isaac C. Tryon	...	...	...	...
209	Unadilla Academy, Unadilla, Otsego county	James O. Griffin	President, William A. Duncan	...	...	...	...

223	Watertown High School, Watertown, Jefferson county.	William K. Wickes, A. M., Amherst College.	President, W. W. Taggart.	11	6	June	23
224	Waterville Union School, Acad. Dept., Waterville, Oneida county.	George R. Cutting, A. M., Amherst College.	Treasurer, U. A. Seville Secretary, A. R. Beal	9	6	Aug.	11
225	Watkins Academic Union School, Watkins, Schuyler county.	S. B. Johnson.	President, Edwin H. Lamb Treasurer, Daniel B. Goodwin	9	5	June	23
226	Waverly Union School, Acad. Dept., Waverly, Tioga county.	Henry H. Hutton, M. A., Genesee College	Secretary, Levi M. Gano Treasurer, Orlando Burd	7	4	Sept.	4
227	Woodsport Union School, Acad. Dept., Woodsport, Cayuga county.	Albert W. Morehouse, A. M., University of Rochester (W. H. Bradford, 1876-7).	Secretary, S. B. Johnson President, A. G. Merriam Treasurer, Moses Lyman, Jr.	19	7	June	23
228	Webster Academy, Webster, Monroe county.	(George S. Billings, 1876-7).	Secretary, J. B. Floyd President, Charles H. Weed Treasurer, Wm. J. Donovan Secretary, S. W. Treat	.....	.....	.....	.....
229	Westfield Union School, Acad. Dept., Westfield, Chautauque county.	John S. Foodick	President, George W. Patterson. Treasurer, C. P. Skinner.	9	5	June	20
230	West Hebron Union School, Acad. Dept., West Hebron, Washington county.	M. J. Oatman.	Secretary, R. M. Matear President, William Reid	9	5	Sept.	1
231	Westport Union School, Acad. Dept., Westport, Essex county.	C. C. Gove, A. B., Middlebury College	Treasurer, George Ashley Secretary, George Reid	9	5	June	20
232	West Winfield Academy, West Winfield, Herkimer county.	T. H. Roberts	President, V. C. Spencer Treasurer, F. H. Eddy	24	7	Aug.	31
233	Whitehall Union School, Acad. Dept., Whitehall, Washington county.	Ebenezer Butler	Secretary, C. E. Stevens President, J. W. Warner	9	5	July	3
234	Whitestown Seminary, Whitestown, Oneida Co.	James B. Gardner, A. M., Ph. D., Hamilton College.	Treasurer, Sam. Smith Secretary, D. B. Briggs President, E. A. Martin Treasurer, J. M. Gay	24	7	July	15
235	Whitney's Point Union School, Acad. Dept., Whitney's Point, Broome county.	C. N. Cunningham, Brockport Normal School.	Secretary, James S. Gardner President, H. A. Seymour	9	5	June	20
236	Wilson Union School, Acad. Dept., Wilson, Niagara county.	Thomas A. Greene, A. M., University of Rochester (A. M. Cooper, 1876-7).	Treasurer, Lawie Taft Secretary, J. S. Patterson	9	5	June	22
237	Windsor Union School, Acad. Dept., Windsor, Broome county.	R. L. Thatcher, Madison University	President, Treasurer, James R. Belden	9	5	July	31
238	Woodhull Academy, Woodhull, Steuben county	Daniel H. Cobb	Secretary, Treasurer, President, Treasurer, Secretary,	12	7	June	20

ACADEMIES.

SCHEDULE No. 2—(Continued).

Number.	ACADEMIES, ETC.	Name of Principal, and Institution at which he was educated.	Officers of Board of Trustees.	No. of Trustees.	Quorum.	Academic year ends.
239	Yates Academy, Yates, Orleans county.....	D. N. Burke, A. M., Middlebury College, Vt...	President. Tunis H. Coe.	13	5	June 15
240	Yates Union School, Acad. Dept., Chittenango, Madison county.	Anthony Magoris.....	..... ..... ..... ..... ..... .....	9	5	July 20

SCHEDULE No. 3.

Containing abstracts of the Academic Reports for 1876, for the year ending between the 20th of June and the 15th of September of said year, exhibiting the number of students taught in the several academies from which such reports have been received, the number, sex and age of those who are claimed to have pursued classical studies or the higher branches of English education, or both, and the number allowed by the Regents as such, with the apportionment to each academy of its distributive share of \$40,000, from the income of the Literature Fund.

NAMES OF ACADEMIES.	AVERAGE ATTENDANCE BY TERMS.				Whole number of scholars (i. e., different individuals) during the year.	Number claimed to have pursued classical or higher English studies, or both, for four months or more of said year.	SEX OF SCHOLARS CLAIMED.		Average age of scholars so claimed.	Number of scholars allowed by the Regents as claimed.	Number of scholars rejected by the Regents.	Apportioned from the income of the Literature Fund, in November, 1876.
	Academic scholars (those only who have passed the P. A. examination).	Scholars who have not passed the P. A. examination (in full), but have pursued higher studies.	Preparatory scholars (those pursuing elementary studies only).				Males.	Females.				
Addison Union School, Acad. Dept.....	8	23	8	50	13	.....	4	8	17.5	10	2	\$55 81
Adelphi Academy.....	84	333	141	592	41	.....	18	23	16.3	39	2	217 66
Afton Union School, Acad. Dept.....	11	25	23	101	17	.....	10	7	17.7	17	.....	94 83
Albany Academy.....	27	42	103	195	34	.....	84	.....	16.7	34	.....	189 75
Albany Female Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Albany High School.....	340	125	.....	473	348	.....	158	190	16.2	848	.....	1,942 18
Alfred University, Acad. Dept.....	71	69	136	388	121	.....	65	56	20.8	121	.....	675 30
Almond Academy*.....	1	23	13	35	1	.....	.....	1	17	.....	1	.....
Amenia Seminary.....	6	20	28	86	13	.....	7	6	18.4	13	.....	72 55
Amsterdam Academy.....	29	76	43	239	44	.....	24	20	18.9	43	1	239 98
Angola Union School, Acad. Dept.....	8	17	13	63	13	.....	3	10	16.2	13	.....	72 55
Arcade Union School, Acad. Dept.....	7	15	12	56	10	.....	2	8	17.6	10	.....	55 81
Argyle Academy.....	4	12	33	90	6	.....	4	2	18.6	6	.....	33 49
Attica Union School, Acad. Dept.....	6	18	41	109	10	.....	3	7	15.9	9	1	50 23

* Report received too late for apportionment of November, 1876.

SCHEDULE No. 3—(Continued).

NAMES OF ACADEMIES.	AVERAGE ATTENDANCE BY TERMS.				Whole number of scholars (i. e., different individuals) during the year.	Number claimed to have pursued classical or higher English studies, or both, for four months or more of said year.	SEX OF SCHOLARS CLAIMED.		Average age of scholars so claimed.	Number of scholars allowed by the Regents as claimed.	Number of scholars rejected by the Regents.	Apportioned from the income of the Literature Fund, in November, 1876.
	Academic scholars (those only who have passed the P. A. examination).	Scholars who have not passed the P. A. examination (in full), but have pursued higher studies.	Preparatory scholars (those pursuing elementary studies only).				Males.	Females.				
Anburn Academic High School	116	58	...	...	208	188	61	77	16.0	136	2	\$759 03
Augusta Academy	7	...	26	...	44	9	...	9	17.4	9	...	50 23
Aurora Academy	22	29	33	...	166	42	15	27	17.3	43	...	334 40
Dept.*	24	12	30	...	100	41	20	21	17.4	...	41	...
...	39	61	44	...	203	57	23	35	16.7	54	3	301 87
...	33	42	24	...	140	44	23	23	17.2	44	...	245 56
Acad. Dept.	8	18	...	...	21	3	...	8	15.3	3	...	16 74
...	98	73	...	...	181	79	24	55	17	78	1	435 33
High Institute	1	81	37	...	90	...	...	...	...	...	...	...
Dept.	...	...	66	...	100	...	...	...	...	...	...	...
ic Institute	129	...	423	...	622	101	101	...	16.4	101	...	363 63
...	265	71	...	...	879	288	109	179	16.9	288	...	1,607 83
...	...	79	35	...	139	...	...	...	...	...	...	...
Dept.	6	29	59	...	152	6	3	5	17	6	...	44 65
...	26	42	30	...	155	40	40	...	18.3	40	...	393 94
pt.	9	17	54	...	121	8	4	4	16.9	8	...	44 65
...	11	18	23	...	86	13	4	9	16.8	13	...	72 55
...	4	27	33	...	118	6	3	3	17.3	6	...	33 49
...	30	79	115	...	249	33	18	15	17.4	33	...	184 17
pt.	7	23	24	...	76	11	3	8	16.5	11	...	01 89
...	7	4	41	...	31	12	7	5	17.6	12	...	66 97

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Castle Union School, Acad. Dept.	3	10	16	69	5	9	8	17.6	5	...	27 91
Catskill Free Academy	18	26	19	80	29	11	18	16.8	29	...	161 85
Cayuga Lake Academy	6	17	27	68	7	5	2	17.3	7	...	89 07
Cazenovia Seminary	116	157	...	576	182	115	67	20.1	181	1	1,010 16
Chamberlain Institute	43	49	83	298	58	30	28	18.4	58	5	295 79
Champlain Union School, Acad. Dept.	...	...	...	...	...	...	...	...	...	...	...
Chester Union School, Acad. Dept.*	15	7	12	87	16	7	9	15.7	...	16	...
Chili Seminary	5	29	25	88	14	9	5	18.3	9	12	11 16
Christian Brothers' Academy	...	...	...	...	...	...	...	...	...	...	...
Cincinnati Academy	15	21	23	123	84	26	8	18.5	84	...	189 75
Clarence Classical Union School	20	49	85	166	25	18	12	17.3	25	...	139 53
Claverack Academy and H. R. Institute	58	53	51	208	67	40	27	19.1	64	8	857 18
Clinton Grammar School (Fem. Dept.)	29	26	30	101	36	...	36	16.9	36	...	200 91
Clinton Liberal Institute	6	31	40	98	6	4	2	18.6	6	...	88 49
Cobleskill Union School, Acad. Dept.	15	16	26	78	16	5	11	16.3	16	...	89 29
Colgate Academy	5	53	25	100	6	6	...	19.6	6	...	83 49
Cook Academy	50	58	49	242	76	48	33	18.2	78	3	407 41
Cooperstown Union School, Acad. Dept.	24	10	84	185	30	17	18	16.5	26	4	145 10
Corning Free Academy	65	42	...	140	28	46	53	15.9	79	19	440 90
Dansville Seminary	18	49	109	255	82	11	21	17.7	19	18	106 04
Dean Academy	...	...	...	...	...	...	...	...	...	...	...
Delaware Academy	14	36	66	194	22	15	7	17.6	22	...	122 78
Delaware Literary Institute	39	57	18	202	59	31	28	18.7	53	1	828 70
Deposit Union School, Acad. Dept.	5	20	44	95	6	2	4	20.0	6	...	83 49
Dryden Union School, Acad. Dept.	18	14	15	60	26	9	17	16.9	25	1	189 53
Dunkirk Union School, Acad. Dept.	28	23	...	75	87	14	28	16.1	86	1	200 91
East Bloomfield Academy	...	...	...	...	...	...	...	...	...	...	...
Elmira Free Academy	17	18	8	71	18	10	8	18.0	18	...	100 46
Elizabethtown Union School, Acad. Dept.	26	17	14	63	25	8	17	15.7	24	1	133 94
Ellington Union School, Acad. Dept.	9	30	14	73	16	4	12	18.4	16	...	89 29
Elmira Free Academy	16	...	...	22	22	6	16	17.7	22	...	122 78
Erasmus Hall Academy	85	47	...	149	83	43	46	16.7	88	...	491 18
Erasmus Academy	...	...	...	...	...	...	...	...	...	...	...
Fairfield Academy	5	8	24	60	7	1	6	16.1	7	...	39 07
Fairport Union School, Acad. Dept.	20	31	24	133	38	23	6	20.2	28	...	156 27
Falvey Seminary	8	25	25	79	10	3	7	17.6	10	...	55 81
Forestville Free Academy	11	30	19	113	16	6	10	18.0	14	2	78 13
Forestville Free Academy	34	53	17	171	71	39	32	17.9	67	4	873 93

* Report received too late for apportionment of November, 1876.

SCHEDULE No. 3 — (Continued).

NAMES OF ACADEMIES.	AVERAGE ATTENDANCE BY TERMS.				Whole number of scholars (i. e. different individuals) during the year.	Number claimed to have pursued classical or higher English studies, or both, for four months, or more of said year.	SEX OF SCHOLARS CLAIMED.		Average age of scholars so claimed.	Number of scholars allowed by the Regents.	Number of scholars rejected by the Regents.	Apportioned from the income of the Literature Fund, in November, 1876.
	Academic scholars (those only who have passed the P. A. examination).	Scholars who have not passed the P. A. examination (in full), but have pursued higher studies.	Preparatory scholars (those pursuing elementary studies only).				Males.	Females.				
Fort Covington Free Academy.	10	29	53	186	12	8	4	8	17.5	12	2	\$63 97
Fort Edward Collegiate Institute	39	125	87	400	60	18	47	18	20.3	58	2	323 70
Fort Edward Union School, Acad. Dept.	14	51	...	87	14	7	7	7	16.8	14	...	78 18
Fort Plain Seminary and Fem. Coll. Institute	14	17	64	149	20	10	10	10	18.4	20	...	111 63
Franklin	14	33	...	70	33	11	11	11	17.8	20	2	111 63
Franklin	21	43	...	116	31	18	13	18	17.8	30	1	167 43
Friendah	15	43	69	260	26	10	16	10	19.1	26	1	195 33
Genesee	6	12	17	65	8	6	2	6	17.5	7	1	39 07
Genesee	8	21	8	55	12	4	4	8	16.2	9	3	50 23
Genesee	84	64	90	303	45	27	27	18	16.1	41	4	223 33
Geneva (col.)	173	...	...	367	85	43	43	43	17.0	85	...	474 38
Gilbertsville Academy	10	42	5	107	15	9	6	9	17.4	15	...	83 71
Glen's Falls Academy	10	37	104	344	10	8	8	2	16.2	10	...	55 81
Gloverville Union School, Acad. Dept.	31	20	1	76	27	6	6	21	15.6	27	...	150 69
Gouverneur Wesleyan Seminary	33	29	23	165	37	14	14	23	18.3	37	...	206 60
Greene Union School, Acad. Dept.	19	18	16	90	22	6	6	16	16.3	21	1	117 30
Greenville Academy	2	36	36	96	...	...	...	...	...	...	...	...
Greenwich Union School, Acad. Dept.*	8	13	66	105	4	2	2	2	...	...	4	...
Griffith Institute	9	33	33	164	19	5	5	14	17.8	19	...	106 04
Groton Union School, Acad. Dept.	15	23	16	69	23	6	6	15	16.3	23	...	123 36
Halfmoon Academy . . . . .	...	...	...	...	...	...	...	...	...	...	...	...

† By error for "20."

* Report received too late for apportionment of November, 1876.

SCHEDULE No. 3 — (Continued).

NAMES OF ACADEMIES.	AVERAGE ATTENDANCE BY TERMS.				Whole number of scholars (i. e. different individuals) during the year.	Number claimed to have pursued classical or higher English studies, or both, for four months or more of said year.	SEX OF SCHOLARS CLAIMED.		Average age of scholars so claimed.	Number of scholars allowed by the Regents as claimed.	Number of scholars rejected by the Regents.	Apportioned from the income of the Literature Fund, in November, 1876.
	Academic scholars (those who have passed the P. A. examination).	Scholars who have not passed the P. A. examination (in full), but have pursued higher studies.	Preparatory scholars (those pursuing elementary studies only).				Males.	Females.				
Mechanicville Academy.....	8	42	47	151	11	8	8	17.2	11	..	..	\$61 39
.....	11	47	28	121	14	6	8	16.4	14	..	..	78 18
.....	25	25	24	150	49	27	23	16.4	49	..	..	273 47
.....	13	17	28	108	20	5	15	17	20	..	..	111 63
.....	2	40	16	98	8	..	8	18.8	8	..	..	16 74
.....	..	..	114	198	..	..	..	..	..	..	..	..
Dept.....	30	42	45	181	28	8	15	17.6	28	..	..	128 26
Dept.....	1	12	42	81	1	..	1	17	1	..	..	5 53
Acad. Dept.....	6	27	25	72	6	8	8	16.5	6	..	..	33 49
.....	25	26	24	133	47	24	23	18.7	47	..	..	263 81
.....	16	25	13	96	28	10	13	17.6	21	..	2	117 20
.....
cademy.....	19	41	28	107	28	7	21	17.5	28	..	..	156 37
.....	16	27	46	166	34	23	12	18.3	34	..	..	189 75
.....	28	9	18	53	38	9	14	16.3	18	..	5	100 46
Dept.....	14	20	23	65	19	6	13	17.1	19	..	..	106 04
.....
Norwich Union School, Acad. Dept.....	29	64	..	133	34	15	19	17.6	34	..	..	189 75
Nunda Academy.....	7	19	75	107	11	9	9	17.5	11	..	..	61 39
Oakwood Seminary.....	4	53	23	107	6	4	3	19.7	6	..	..	33 49
Oneonta Union School, Acad. Dept.....	7	17	..	35	6	4	3	17.4	6	..	..	33 40
Oneontaga (Free) Academy.....	16	49	11	142	24	6	16	17	24	..	..	133 14

Ontario Female Seminary.....	48	5	26	145	66	27	39	16.4	66	.....	368 34
Oswego High School.....	3	15	26	60	3	1	3	17.8	3	.....	11 16
Ovid Union School, Acad. Dept.....	43	53	19	198	50	19	81	17.3	50	.....	979 05
Owego Free Academy.....	13	38	40	158	90	9	11	19.0	20	.....	111 62
Oxford Academy.....	100	156	313	664	125	.....	125	17.2	104	21	560 42
ool, Acad. Dept.....	1	16	31	69	1	1	.....	17.0	1	.....	5 58
chool.....	30	22	4	81	35	7	33	16.0	35	.....	195 33
.....	15	35	66	103	.....	.....	14	17.3	24	.....	133 94
l, Dept.....	17	59	48	203	24	10	17	17.5	23	2	128 36
l School.....	9	15	72	135	25	8	8	17.0	10	2	55 61
ad, Dept.....	13	47	47	143	12	4	8	.....	.....	.....	.....
.....	18	47	33	114	.....	.....	14	18.2	23	.....	122 78
.....	32	32	26	136	22	8	23	17.6	39	.....	217 66
.....	1	15	18	56	3	2	1	18.3	3	1	11 16
d Academy.....	6	36	16	92	8	5	3	17.1	8	.....	44 65
Port Jervis Union School, Acad. Dept.....	20	14	.....	47	20	3	17	16.1	20	.....	111 62
Poughkeepsie High School.....	19	60	76	165	18	5	13	15.9	18	.....	100 46
Pulaski Academy.....	21	23	85	165	67	34	33	19.2	67	.....	378 93
Red Creek Union Seminary.....	13	26	9	97	23	7	15	17.6	23	.....	122 78
Rensselaerville Academy.....	5	39	17	67	.....	.....	8	17.2	8	.....	44 65
Rhinebeck Union School, Acad. Dept.....	240	139	.....	415	258	73	185	17.1	258	.....	1,439 90
Rochester Female Academy.....	5	17	9	65	8	7	1	18.8	8	.....	44 65
Rochester Free Academy.....	39	55	55	183	49	16	31	16.1	47	2	263 81
Rome (Free) Academy.....	3	10	27	72	5	2	3	19.8	5	.....	27 91
Rural Seminary.....	6	16	16	78	10	2	8	17.6	10	.....	55 81
Rushford Union School, Acad. Dept.....	4	40	41	139	7	3	4	17.0	7	.....	39 07
Rushville Union School, Acad. Dept.....	7	55	.....	106	12	1	11	17.1	12	.....	66 97
Sandy Creek Union School, Acad. Dept.....	22	8	26	74	38	21	17	15.9	38	.....	212 08
d, Dept.....	17	99	.....	136	28	18	10	17.0	28	.....	156 27
l, Acad. Dept.....	4	13	30	83	7	3	4	17.4	7	.....	89 07
Acad. Dept. (Union.....	49	83	.....	151	56	24	32	16.5	56	.....	312 53
Dept.....	35	23	.....	76	53	21	33	16.6	53	.....	295 79

	7	52	...	63	9	7	2	16.1	5	4	27 91
Vernon Union School, Acad. Dept.	12	46	99	202	21	8	13	16.5	12	9	66 97
Wallkill (Free) Academy	28	26	8	105	31	14	17	17.7	31	...	178 01
Walton Union School, Acad. Dept.	10	17	27	102	19	10	9	17.9	19	...	106 04
Walworth Academy	19	3	39	97	43	21	21	18.1	43	...	234 40
Warrensburg Academy	17	44	53	136	26	11	15	18.3	26	...	145 10
Warsaw Union School, Acad. Dept.	22	12	...	39	28	13	10	16.8	28	...	128 36
Warwick Institute	36	29	...	175	56	28	33	17.5	56	...	312 58
Washington (Free) Academy	4	13	44	6	6	4	2	17.8	6	...	33 49
Waterford Union School, Acad. Dept.	15	58	61	138	17	10	7	17.3	17	...	94 86
Waterloo Union School, Acad. Dept.	63	66	...	165	77	32	46	16.2	73	5	401 63
Watertown High School	13	31	19	88	12	8	4	18.8	12	...	66 97
Waterville Union School, Acad. Dept.	6	37	29	106	11	8	8	16.7	11	...	61 39
Watkins Academic Union School	34	17	14	99	51	19	33	16.8	45	6	251 14
Waverly Union School, Acad. Dept.	28	23	24	48	40	23	17	17.0	40	...	223 24
Weedsport Union School, Acad. Dept.	...	...	...	...	...	...	...	...	...	...	...
Webster Academy	41	43	73	191	48	20	28	17.7	48	...	267 89
Westfield Union School, Acad. Dept.	...	12	24	58	...	...	...	...	...	...	...
l, Acad. Dept.	8	20	24	82	14	7	7	17.7	11	3	61 39
ad. Dept.	31	35	30	65	65	32	33	17.8	50	15	279 05
cad. Dept.	5	30	10	60	5	3	3	15.6	5	...	27 91
Whitestown Seminary	55	47	61	315	97	57	40	18.5	91	6	507 87
Whitney's Point Union School, Acad. Dept.	17	47	22	180	80	14	16	17.6	29	1	161 85
Wilson Union School, Acad. Dept.	19	30	26	136	80	16	14	17.1	30	...	167 43
Windsor Union School, Acad. Dept.	11	26	10	86	19	12	7	17.8	18	1	100 46
Woodhull Academy	13	30	55	150	23	6	16	18.9	20	2	111 62
Yates Academy	27	20	36	144	49	23	26	18.7	46	1	267 89
Yates Union School, Acad. Dept.	14	27	42	60	21	8	18	16.9	20	1	111 62
					{ * 14	* 4	* 10	...	...	...	473 66
Total	5,745	7,497	7,602	30,271	7,454	8,386	4,068	17.4	7,154	310	\$40,000 00

* For 1874-5.

* For the academic year 1874-5, and not included in footings of these columns.

SCHEDULE No. 4—PART I.

Showing the number of scholars who passed the preliminary academic examination in each academy during the years 1866-67 to 1875-6, inclusive, and the total for these ten years.

NAMES OF ACADEMIES.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.				Total for the years 1866-7 to 1875-6.
										Nov., 1875.	Feb., 1876.	June, 1876.	Total, 1875-6.	
Academy at Little Falls (see Little Falls Union School)	4	23	30	14	18	1	5	...	7	...	...	...	...	101
Academy of Dutchess County	30	...	...	...	...	...	...	...	...	...	...	...	...	30
Addison Union School, Acad. Dept. ....	...	4	12	...	...	1	6	7	2	3	...	...	3	35
Adelphi Academy .....	...	...	...	4	...	18	38	13	24	...	10	14	24	121
Afton Union School, Acad. Dept. ....	...	...	...	...	...	20	45	24	11	1	1	2	4	104
Albany Academy	25	21	7	...	...	8	15	16	18	...	...	6	6	116
Albany Female Academy .....	...	...	...	...	...	...	...	16	9	...	...	...	...	25
Albany High School .....	...	...	...	...	...	...	130	120	226	36	21	80	137	613
Albion Academy	53	76	19	25	20	17	11	6	6	...	1	...	1	234
Alfred University, Acad. Dept.	12	50	31	21	16	31	63	24	33	8	4	6	18	298
Almond Academy .....	...	...	...	...	3	2	5	...	...	...	...	...	...	10
Amenia Seminary .....	...	...	...	...	...	...	...	13	6	...	...	6	6	25
Ames Academy	15	4	7	...	8	...	...	1	4	...	...	...	...	34
Amsterdam Academy .....	...	2	20	7	7	3	12	7	...	1	8	5	14	72
Andes Collegiate Institute	17	18	16	3	...	...	...	...	...	...	...	...	...	54
Angelica Academy	29	22	5	...	...	...	...	...	...	...	...	...	...	56
Angola Union School, Acad. Dept. ....	...	...	...	...	1	6	15	11	7	1	1	2	4	44
Arcade Union School, Acad. Dept.	3	16	7	...	11	8	3	9	1	3	...	1	3	61
Argyle Academy	49	...	32	18	5	...	1	5	1	1	...	...	2	118
Attica Union School, Acad. Dept.	28	14	9	2	...	1	18	7	7	2	...	1	3	89
Auburn Academic High School	118	36	4	15	25	37	68	44	63	12	15	18	45	450
Augusta Academy .....	...	8	3	15	3	88	2	11	4	...	...	...	...	47
Aurora Academy	77	57	39	27	24	1	26	84	25	4	3	4	11	358
Bainbridge Union School, Acad. Dept. ....	...	...	...	...	...	...	...	17	26	...	...	...	...	43
Baldwinsville Academy	22	14	9	17	10	25	...	7	30	6	5	4	...	179
Batavia Union School, Acad. Dept.	24	15	9	6	11	19	19	11	33	4	3	2	9	156

	24	35	20	8	7	12	60	44	50	13	3	12	3	3
Bath-on-the-Hudson Un. School, Ac. Dept.	24	35	20	8	7	12	60	44	50	13	3	12	3	3
Binghamton Central High School	66	26	30	12	2	4	4	...	...	...	...	...	...	287
Black River Conference Seminary (see Northern N. Y. Conf. Sem.)	...	...	...	...	...	...	...	...	...	...	...	...	...	144
Bortle Seminary, Rochester	...	...	7	...	...	...	3	2	1	...	...	...	...	2
Brookfield Academy	23	39	...	...	...	...	...	60	61	...	28	84	62	28
Brooklyn Coll. and Polytechnic Institute	...	...	...	...	...	...	...	83	178	23	14	123	180	245
Buffalo Central School	10	17	22	21	58	102	191	83	...	...	...	...	...	807
Cambridge Union School, Acad. Dept.	11	16	...	21	8	15	6	8	5	1	...	4	5	107
Canajoharie Academy	39	34	32	23	15	...	...	...	...	...	...	...	...	27
Canandaigua Academy	...	...	...	23	...	18	31	14	24	...	4	13	16	251
Canastota Union School, Acad. Dept.	...	...	...	...	...	3	7	6	9	2	1	...	3	27
Candor Free Academy	...	...	...	...	9	11	13	7	16	2	1	...	5	61
Canisteo Academy	...	...	...	...	...	2	...	4	5	1	...	1	2	13
Canton Union School, Acad. Dept.	10	13	36	17	6	23	5	24	20	5	2	4	11	105
Carthage Union School, Acad. Dept.	...	...	...	...	...	7	10	7	7	6	1	7	14	45
Cary Collegiate Seminary	13	23	17	9	2	10	14	10	15	1	1	2	4	117
Castile Union School, Acad. Dept.	...	...	...	...	...	...	...	9	4	1	1	2	4	17
Catskill Free Academy	23	3	13	5	7	11	16	15	25	...	3	...	3	121
Cayuga Lake Academy	...	...	7	13	...	2	3	3	3	...	1	4	5	36
Cazenovia Seminary	33	57	55	19	17	21	71	52	50	10	7	14	31	411
Chamberlain Institute	19	42	26	11	5	17	26	19	23	11	3	6	20	208
Champlain Union School, Acad. Dept.	14	30	23	4	1	...	2	2	2	...	...	...	...	77
Chester Union School, Acad. Dept.	10	24	5	10	2	...	6	14	10	...	...	...	...	32
Chili Seminary	...	...	...	...	...	6	1	3	4	4	...	...	4	18
Christian Brothers' Academy	...	...	...	...	...	4	5	10	...	...	...	...	...	19
Cincinnati Academy	9	17	4	3	2	2	13	9	10	2	2	...	4	78
Clarence Classical Union School	13	14	17	1	1	13	23	18	17	3	4	7	14	126
Claverack Academy and H. R. Institute	111	65	113	36	41	54	117	31	59	6	4	7	17	664
...	15	31	26	10	9	3	9	8	8	4	4	8	16	125
...	28	9	31	31	1	2	7	4	1	1	1	...	3	116
...	...	...	12	1	1	9	10	2	...	...	...	...	...	35
...	...	...	...	...	...	...	35	20	15	...	...	4	4	74
...	...	...	...	...	...	...	...	9	2	...	1	...	1	12
...	...	...	...	...	...	...	...	24	23	10	11	6	27	73
...	...	...	...	...	...	...	12	6	15	3	7	5	15	50
...	26	26	56	23	31	...	23	37	20	...	15	32	47	303
...	69	31	18	9	16	13	23	...	...	...	...	...	...	133
...	13	24	16	...	...	...	28	...	...	...	...	...	...	53
Portlandville Academy	13	24	16	...	...	...	28	...	...	...	...	...	...	53

SCHEDULE No. 4—PART I—(Continued).

NAMES OF ACADEMIES.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.				Total for the year 1875-6.
										Nov., 1875.	Feb., 1876.	June, 1876.	Total, 1875-6.	
Coraackie Academy	10	...	1	...	...	3	...	4	3	...	...	...	...	31
Dept.	...	...	...	...	...	...	...	8	...	...	...	...	...	8
...	84	19	27	15	7	10	80	9	1	3	...	1	4	156
...	...	...	...	...	...	...	...	1	5	...	...	4	4	10
...	14	10	11	3	5	4	6	14	18	5	3	1	8	98
in School.	47	37	36	66	58	41	52	36	23	4	6	4	14	411
ion School.	...	26	30	5	2	...	16	7	...	...	...	2	2	89
l. Dept.	24	8	5	3	5	...	17	...	17	...	1	...	1	46
...	24	...	...	...	...	...	...	7	...	3	5	8	11	52
id. Dept.	...	...	...	...	...	...	...	...	16	7	3	10	20	24
...	26	30	15	7	2	7	15	13	8	...	...	...	...	78
East Genesee Conference Seminary.	20	6	16	3	2	...	1	9	...	...	...	...	...	96
East Hamburg Friends' Institute.	...	...	...	...	...	...	...	...	...	...	...	...	...	47
...	...	...	...	...	...	...	...	...	7	4	1	...	...	80
...	...	...	...	...	...	...	...	...	11	8	1	8	13	83
...	...	...	...	...	...	...	...	...	...	...	...	...	...	78
Acad. Dept.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	15	11	...	...	...	30	43	15	9	1	...	...	1	123
Edinra Free Academy	60	15	43	26	19	28	63	40	73	5	9	36	50	416
Erasmus Hall Academy	...	...	...	...	...	...	...	...	2	...	...	...	...	2
...	...	...	...	...	...	...	...	...	5	...	...	...	...	...
Evans Academy	11	5	8	4	3	...	1	7	5	...	...	...	...	44
Fairfield Academy	40	24	33	26	9	13	16	14	7	6	1	1	8	201
Fairport Union School, Acad. Dept.	...	...	...	...	...	...	...	...	8	2	...	1	3	21
Falicy Seminary	32	38	59	20	13	11	13	11	18	3	2	1	6	264
Farmers' Hall Academy	9	...	1	...	...	...	...	...	...	...	...	...	...	10
Forestville Free Academy	35	18	38	16	9	49	41	33	40	3	1	2	6	284
Fort Covington Academy	46	39	3	...	13	18	4	...	1	6	...	8	14	187
Port Edward Collegiate Institute	177	162	121	51	34	18	40	35	27	7	3	8	18	703
Port Edward Union School, Acad. Dept.	...	...	...	...	...	...	...	...	9	3	1	1	5	20
Port Plain Seminary and Female Coll. Inst.	...	...	...	...	...	...	...	...	13	3	4	1	8	49
Franklin Academy, Malone	...	27	23	10	6	11	33	14	13	4	1	3	4	147

Franklin Academy, Prattsburgh.	32	13	18	7	11	....	38	20	8	1	1	1	2	4	151
Fredonia Academy.	19	...	...	...	...	...	...	...	...	...	...	...	...	...	19
Friends' Academy (see Oakwood Seminary)....	2	...	19	5	...	1	8	5	6	...	...	...	...	...	41
Friendship Academy.	8	19	8	8	2	3	27	17	13	2	...	...	1	4	104
Genesee and Wyoming Seminary.	6	...	...	...	...	11	28	7	3	...	...	...	...	2	52
Genesee Valley Seminary.	16	26	11	7	2	8	17	1	4	3	...	...	...	3	95
Genesee Wesleyan Seminary.	56	84	46	15	10	16	39	11	26	10	...	...	4	19	323
Genesee Academy.	41	32	17	16	18	4	...	1	5	...	...	...	...	...	184
Geneva Classical and Union School.	35	39	15	26	10	32	38	42	36	8	...	...	10	16	289
Gilbertsville Academy.	17	6	8	1	2	12	17	10	11	1	...	...	2	3	87
Glen's Falls Academy.	5	20	36	7	4	2	8	8	11	1	...	...	...	1	112
Gloversville Union School, Acad. Dept..	25	...	...	...	11	27	16	20	22	5	2	...	7	14	135
Gouverneur Wesleyan Seminary.	118	25	84	23	20	13	47	14	14	5	4	...	...	9	317
Grammar School of Madison University (see Colgate Academy).	19	20	31	4	10	8	10	...	...	...	...	...	...	...	102
Green Island Union School, Acad. Dept..	...	...	...	...	...	...	...	1	...	...	...	...	...	...	8
Greene Union School, Acad. Dept..	...	...	...	...	...	...	...	...	31	8	...	...	...	16	36
Greenville.	2	...	4	6	4	...	8	...	...	...	...	...	3	2	26
Greenwich Acad. Dept. (see Union). ....	...	...	...	...	3	...	4	2	6	5	...	...	...	5	20
Griffith Institute.	6	48	56	36	2	6	17	4	15	5	...	...	5	18	203
Grafton Union School Acad. Dept..	42	58	23	12	...	...	4	8	16	...	...	...	6	9	173
...	27	22	23	15	...	...	...	1	...	...	...	...	...	...	88
...	...	...	...	15	5	6	13	4	18	8	...	...	...	5	61
...	...	...	...	...	4	4	5	...	5	...	...	...	...	2	20
...	...	...	2	...	...	...	15	2	9	2	...	...	...	3	81
...	...	31	53	5	3	9	14	13	54	7	11	...	5	23	205
...	...	...	...	...	...	1	2	...	...	...	...	...	...	...	3
...	...	...	...	...	4	5	8	5	11	...	2	...	1	8	86
Holley Union School, Acad. Dept..	11	10	8	6	8	12	23	15	1	2	...	...	5	7	96
Homer Union School, Acad. Dept. (see Cortland Academy). ....	...	...	...	...	...	...	...	12	27	4	4	...	4	12	51
Hoosick Falls Union School, Acad. Dept.	...	...	16	7	4	11	9	1	4	2	...	...	...	2	54
Hornell Free Academy. ....	...	...	...	...	...	...	23	19	15	1	...	...	3	5	61
Hudson Academy.	16	18	80	3	4	18	24	2	4	4	1	...	7	12	181
Hungerford Collegiate Institute.	31	21	...	...	20	24	53	35	18	6	8	...	6	15	217
Huntington Union School, Acad. Dept..	...	47	11	2	10	7	32	15	26	2	...	...	5	7	157
Ilion Union School, Acad. Dept..	...	...	...	...	...	9	15	3	7	8	...	...	9	10	46

Massena Union School, Acad. Dept.	15	2	...	3	7	8	2	...	1	...	3	...	1	...	2	...	15
Mayville Union School, Acad. Dept.	69	4	...	18	17	4	18	...	6	...	5	...	5	...	...	...	69
Mechanicville Academy	69	3	...	5	5	5	5	...	3	...	...	...	...	...	...	...	69
Medina Free Academy	105	4	...	13	9	4	13	...	7	...	...	...	...	...	...	...	105
Mexico Academy	255	14	...	24	18	14	24	...	8	...	...	...	...	...	...	...	255
Middlebury Academy	108	2	...	13	7	2	13	...	...	...	...	...	...	...	...	...	108
Monroe Acad. (see Henrietta Union School)	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26
Montgomery Academy	48	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
Monticello Academy	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Morris Union School, Acad. Dept.	154	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	154
Morris Union School, Acad. Dept.	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Mount Morris Union School, Acad. Dept.	68	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	68
Munro Collegiate Institute	199	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	199
Naples Academy	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	79
Nassau Academy	34	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	34
Newark Union School and Academy	267	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	267
New Berlin Academy	250	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	250
New Paltz	105	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	105
New York City (see McGrawville Union School)	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19
New York Conference Seminary	187	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	187
Nichols Union School, Acad. Dept.	44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44
Northern N. Y. Conference Sem. (see Black River Conference, and Ives Seminary)	18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18
North Granville Ladies' Seminary	39	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
Norwich Union School, Acad. Dept.	280	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	280
Nunda Academy	156	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	156
Institute	98	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	98
Dept.	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22
id. Dept.	57	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57
id. Dept.	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
id. Dept.	140	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	140
id. Dept.	99	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	99
Ontario Female Seminary	218	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	218
Oswego High School	18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18
Ovid Union School, Acad. Dept.	213	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	213
Owego Free Academy	204	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	204
Oxford Academy	625	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	625
Packer Collegiate Institute	7	7
Painted Post Union School

St. Lawrence Academy.....	139	81	69
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SCHEDULE No. 4 -- PART I -- (Continued).

NAMES OF ACADEMIES.	1900-7.	1907-8.	1908-9.	1909-70.	1970-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.				Total for the Years 1866-7 to 1875-6.
										Nov., 1875.	Feb., 1876.	June, 1876.	Total, 1875-6.	
Warwick Institute.....	14	37	34	...	30	...	18	24	11	...	8	...	8	83
Washington Academy.....	37	19	15	13	3	...	8	19	...	2	...	...	2	173
Waterford Union School, Acad. Dept.....	1	5	2	5	5	...	6	13	21	1	1	3	4	102
Waterloo Union School, Acad. Dept.....	24	82	48	25	46	16	30	29	13	5	2	...	5	61
Watertown High School.....	...	...	...	...	10	16	9	1	...	...	...	...	7	249
Waterville Union School, Acad. Dept.....	14	6	26	8	4	4	13	15	8	...	...	2	2	38
Watkins Academic Union School.....	16	23	12	27	16	24	40	27	62	8	9	4	4	102
Waverly Union School, Acad. Dept.....	...	10	...	...	...	...	8	6	7	1	8	3	7	262
Webster Academy.....	12	81	63	11	8	15	14	3	12	1	1	2	4	28
Webster Academy.....	14	31	2	24	14	1	7	18	32	4	13	7	23	376
Webster Academy.....	21	...	...	2	4	13	...	...	...	...	...	...	...	40
Webster Academy.....	...	...	...	...	...	...	26	37	17	2	6	...	8	88
Webster Academy.....	49	8	...	12	9	17	26	24	81	2	2	5	9	184
Webster Academy.....	...	...	...	14	11	5	8	3	4	...	...	...	...	89
Webster Academy.....	...	19	...	2	...	...	12	16	...	2	...	...	2	44
Webster Academy.....	89	29	20	81	28	38	28	27	27	3	8	12	23	279
Webster Academy.....	...	...	...	...	...	...	...	5	6	3	...	4	7	18
Webster Academy.....	68	75	64	34	41	17	50	47	82	18	11	10	89	462
Webster Academy.....	4	81	5	7	19	25	8	9	4	4	1	...	5	113
Webster Academy.....	...	9	21	...	...	...	...	...	...	...	...	...	...	30
Webster Academy.....	4	22	11	...	1	24	18	8	11	1	3	2	6	105
Webster Academy.....	21	16	11	...	8	1	9	6	10	1	1	...	2	79
Webster Academy.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Webster Academy.....	...	82	59	...	9	6	16	25	16	8	...	...	...	186
Webster Academy.....	26	11	8	...	4	20	30	20	4	...	4	...	4	197
Webster Academy.....	11	...	41	10	6	1	4	3	6	...	8	9	12	94
Totals.....	4,630	4,635	4,259	2,058	1,903	3,445	4,170	3,301	3,976	756	612	1,261	2,629	85,214

SCHEDULE No. 4—PART II

Showing the aggregate number of scholars examined in each branch of preliminary academic study during the year, the number of scholars who passed in each branch, the per centage of those examined who were claimed to have passed, the number of certificates of academic scholarship issued each year, the total for ten years, and the number admitted to the examination from the common schools.

SUBJECTS OF EXAMINATION.	1866-7.				1867-8.				1868-9.				1869-70.				1870-1.			
	Number of scholars examined.		Number claimed to have passed.		Ratio of those claimed to those examined, per cent.		Number of scholars examined.		Number claimed to have passed.		Ratio of those claimed to those examined, per cent.		Number of scholars examined.		Number claimed to have passed.		Ratio of those claimed to those examined, per cent.		Number of scholars examined.	
Arithmetic.	12,888	5,807	45.06	12,185	6,942	51.23	11,883	5,364	47.13	11,936	5,887	32.56	12,705	8,824	30.86	11,793	7,485	63.47		
Geography.	12,604	5,720	45.33	12,509	7,544	60.31	11,751	6,334	53.98	11,210	5,032	44.88	12,721	5,665	44.53					
Grammar.	12,939	5,305	41.01	12,266	5,354	48.65	11,780	4,861	30.97	11,322	3,251	28.71	12,286	3,276	26.66					
Spelling.	12,253	7,290	54.98	12,681	8,377	66.06	11,737	7,941	67.66	10,952	7,285	66.52								

SCHEDULE No. 4—PART II—(Continued).

SUBJECTS OF EXAMINATION.	1871-2.			1872-3.			1873-4.			1874-5.			1875-6.		
	Number of scholars examined.	Number claimed to have passed.	Ratio of those claimed, to those examined, per cent.	Number of scholars examined.	Number claimed to have passed.	Ratio of those claimed, to those examined, per cent.	Number of scholars examined.	Number claimed to have passed.	Ratio of those claimed, to those examined, per cent.	Number of scholars examined.	Number claimed to have passed.	Ratio of those claimed, to those examined, per cent.	Number of scholars examined.	Number claimed to have passed.	Ratio of those claimed, to those examined, per cent.
Arithmetic...	12,898	4,478	34.71	16,202	6,524	40.21	18,856	8,947	20.93	17,228	6,179	35.92	18,011	4,120	22.87
Geography...	13,242	4,665	35.22	16,583	9,127	55.03	17,376	8,649	49.77	16,061	6,480	40.34	16,982	6,737	39.67
Grammar...	13,063	4,161	31.85	15,442	6,118	39.61	17,320	7,309	42.12	14,460	5,998	41.44	16,094	5,183	32.23
Spelling	12,339	7,231	59.01	15,999	9,719	61.35	17,122	8,820	51.89	16,892	7,335	43.42	16,456	7,846	47.67

	*Claimed.	*Allowed, per cent.	*Ratio of those allowed to those claimed, per cent.
Number of those who passed in all the above branches in 1866-7.....	4,830	....	....
Number of those who passed in all the above branches in 1867-8.....	4,835	....	....
Number of those who passed in all the above branches in 1868-9.....	4,259	....	....
Number of those who passed in all the above branches in 1869-70 (for two-thirds of year).....	2,003	81.8	64.3
Number of those who passed in all the above branches in 1870-1.....	2,956	82	82
Number of those who passed in all the above branches in 1871-2.....	2,981	80.4	80.4
Number of those who passed in all the above branches in 1872-3.....	5,445	78.2	78.2
Number of those who passed in all the above branches in 1873-4.....	4,222	80.3	80.3
Number of those who passed in all the above branches in 1874-5.....	4,960	77.2	77.2
Number of those who passed in all the above branches in 1875-6.....	3,404	....	....
Total for ten years.....	40,890	35,214	77.7

Number reported admitted to the examination from the common schools, under the provisions of the fourth section of chapter 649 of the Laws of 1873.....	1873-4.	1874-5.	1875-6.
Number reported to have passed.....	2,280	2,170	2,424
	563	506	671

* The examination papers were first subjected to revision in the office of the Regents, in February, 1870, prior to which time certificates were allowed as claimed.

Containing abstracts from the academic reports for 1876, for the year ending between the fifteenth of June and the fifteenth of September of said year, exhibiting a statement of the permanent endowments and other property belonging to the several academies from which reports were received, with the amount of debts due by them respectively.

PERMANENT ENDOWMENTS.

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NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.				Total value of lot, buildings, library and apparatus.	Other academic property.	Total value of property.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.					
Addison Union School, Acad. Dept.	\$11,400	\$815	\$495		\$12,710		\$12,710	
Adelphi Academy	100,000	1,370	1,397		102,767	\$3,041	105,808	\$73,111
Afton Union School, Acad. Dept.	5,738	389	183		6,290	186	6,476	182
Albany Academy	90,000	1,875	2,500		94,375	3,680	98,055	3,105
Albany High School	160,000	4,833	2,219		167,052		167,052	
Alfred University, Acad. Dept.	71,600	11,000	15,000		97,600	90,854	187,954	21,800
Almond Academy	10,500	125	150		10,775	430	11,205	
Amenia Seminary	38,400	1,984	2,300		42,684		42,684	
Amsterdam Academy	40,000	263	600		40,863		40,863	
Angola Union School, Acad. Dept.	6,030	266	153		6,449		6,449	
Arcade Union School, Acad. Dept.	10,000	425	182		10,607	1,149	11,756	
Argyle Academy	3,500	1,603	252		5,355	50	5,405	90
Attica Union School, Acad. Dept.	28,750	511	668		29,929	583	30,512	
Auburn Academy High School	29,855	350	489		30,694	650	31,344	
Augusta Academy	2,487	390	275		3,152		3,152	
Aurora Academy	16,000	600	150		16,750		16,750	
Bainbridge Union	16,540	1,067	981		18,588		18,588	2,123
Baldwinsville	10,802	574	1,259		12,635	450	13,085	
Batavia Union	76,000	5,963	798		82,761	11,091	93,852	39,330
Bath-on-the-Hudson Union School, Acad. Dept.	12,500	600	300		13,400		13,400	
Binghamton Central High School	97,746	5,095	1,367		104,208	3,273	107,481	
Bridge Hampton Literary and Com. Institute	8,200	150	150		8,500	215	8,715	
Brookfield Union School, Acad. Dept.	4,000	215	237		4,452		4,452	
Brooklyn Collegiate and Polytechnic Institute	185,000	2,540	6,537		194,077	26,838	220,915	
Buffalo Central School	135,900	1,335	2,550		139,785		139,785	

SCHEDULE No. 5—(Continued).

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library and apparatus.	Other academic property.	Total value of property.	Debts due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Buffalo Female Academy	\$78,500	\$1,425	\$2,740	\$82,665	\$3,500	\$86,165	\$5,760
Cambridge Union School, Acad. Dept.	12,000	1,024	600	14,224	.....	14,224	.....
Canandaigua Academy	15,000	989	1,976	17,965	14,067	32,032	.....
Canastota Union School, Acad. Dept.	4,000	947	459	5,406	662	6,068	.....
Candor Free Academy	9,800	740	504	10,544	.....	10,544	.....
.....	16,600	440	788	17,728	.....	17,728	.....
..... cad. Dept.	4,500	350	200	5,050	800	5,250	264
..... Acad. Dept.	12,000	239	150	12,389	672	13,061	.....
.....	25,050	980	250	26,239	20,000	46,239	1,702
.....	3,500	270	389	4,159	816	4,475	.....
Castle Union School, Acad. Dept.	26,000	324	836	27,160	900	28,060	.....
Catskill Free Academy	18,000	8,791	550	17,341	6,800	28,941	.....
Cayuga Lake Academy	83,500	3,050	8,415	89,965	9,072	99,040	81,850
Cazenovia Seminary	64,500	700	1,200	66,400	41,227	107,627	5,984
Chamberlain Institute	7,100	1,025	647	8,772	.....	8,772	.....
Chester Union School, Acad. Dept.	21,268	770	239	22,277	1,086	23,963	6,200
.....	8,988	508	478	4,964	.....	4,964	.....
..... in School	5,000	1,332	1,256	7,588	21,885	29,473	.....
Claverack Academy and H. R. Institute	42,627	2,066	701	45,394	15,716	61,110	1,600
Clinton Grammar School (Female Dept.)	25,000	800	260	26,060	.....	26,060	17,000
Clinton Liberal Institute	26,500	2,115	1,125	29,740	38,090	65,820	1,200
Cobleskill Union School, Acad. Dept.	14,450	160	875	14,985	776	15,760	519
.....	60,000	983	1,063	61,996	33,000	94,996	.....
.....	108,258	1,229	788	155,225	88,694	193,919	26,507
.....	25,000	617	971	26,589	1,720	28,309	.....
..... ion School, Acad. Dept.	67,000	200	250	67,450	3,800	70,750	41,500
..... ademy	17,000	700	415	18,115	.....	18,115	1,450
..... ury	27,000	1,541	500	29,041	5,140	34,181	8,108
Delaware Academy	31,900	2,183	2,030	35,903	1,040	37,003	104
Delaware Literary Institute							

Deposit Union School, Acad. Dept.	8,000	721	9,042	450	9,492
Dryden Union School, Acad. Dept.	9,000	189	9,380	899	9,779
Dunkirk Union School, Acad. Dept.	25,000	686	26,236	.....	26,236
East Hamburg Friends' Institute	11,008	175	11,483	600	12,283
Egberts High School	16,000	880	15,775	12,680	28,405
Elizabethtown Union School, Acad. Dept.	4,525	256	5,345	461	5,806
Ellington Union School, Acad. Dept.	5,200	230	5,754	195	5,949
Elmira Free Academy	31,974	1,421	35,904	.....	35,904
Evans Academy	9,000	175	9,605	15,568	25,173
Fairfield Academy	20,000	1,520	23,079	5,885	28,464
Fairport Union School, Acad. Dept.	25,000	818	25,863	2,023	27,885
Falvey Seminary	18,000	1,594	20,698	2,100	22,798
Forestville Free Academy	12,000	151	12,869	584	13,433
Fort Covington (Free) Academy	1,800	163	1,612	210	1,822
Fort Edward Collegiate Institute	77,000	1,648	79,908	.....	79,908
Fort Edward Union School, Acad. Dept.	10,500	450	12,060	.....	12,060
Fort Plain Seminary and Fem. Coll. Institute	30,000	618	31,098	.....	31,098
	41,000	641	43,491	8,000	46,491
	11,000	200	12,000	500	12,500
	9,761	765	11,026	507	11,533
	7,410	600	8,969	2,890	11,859
	6,735	529	7,464	57	7,521
	65,000	2,814	72,279	64,125	136,404
Geneva Classical and Union School	87,500	2,490	40,886	18,177	58,563
Gilbertsville Academy	5,975	662	6,897	2,413	9,310
Glen's Falls Academy	8,500	150	9,150	650	9,800
Gloversville Union School, Acad. Dept.	88,100	191	88,607	5,200	88,807
Greene Union School, Acad. Dept.	10,800	180	12,480	4,000	16,480
Greenville Academy	3,350	300	3,900	351	4,251
Greenwich Union School, Acad. Dept.	9,200	300	9,800	406	10,206
Griffith Institute	9,400	790	10,484	10,829	21,313
Groton Union School, Acad. Dept.	6,375	312	6,885	1,768	8,653
	15,400	899	16,998	40	17,038
	80,053	4,569	85,244	15,245	50,489
	34,000	418	35,507	.....	35,507
	8,250	575	9,001	332	9,333
Holley Union School, Acad. Dept.	7,300	590	8,348	800	8,648
Homer Union School, Acad. Dept.	51,000	1,400	53,410	2,500	55,910
Hornell Free Academy	21,500	1,827	23,528	200	22,728

SCHEDULE No. 5 — (Continued).

NAMES OF ACADEMIES.	PERMANENT ENDOWMENTS.			Total value of lot, buildings, library and apparatus.	Other academic property.	Total value of property.	Debt due by academy.
	Value of academy lot and buildings.	Value of library.	Value of apparatus.				
Hudson Academy	\$12,000	\$275	\$320	\$12,595	\$1,469	\$14,064	\$350
Hungerford Collegiate Institute	47,800	1,980	1,818	50,578	7,327	57,900	7,353
Huntington Union School, Acad. Dept.	18,253	529	460	19,247	100	19,347	.....
Ilion Union School, Acad. Dept.	28,300	250	276	28,826	1,300	30,126	.....
Ithaca High School	18,000	859	161	19,020	40	19,060	.....
Ives Seminary	33,533	600	1,109	35,142	16,042	51,184	.....
Jamestown Union School and Coll. Institute ..	* 90,000	1,807	1,746	93,553	.....	93,553	.....
Johnstown Union School, Acad. Dept.	5,000	1,411	1,745	6,156	.....	6,156	.....
Jordan (Free) Academy	5,600	818	523	6,941	.....	6,941	.....
Keeseville Union School, Acad. Dept.	4,900	274	474	5,648	450	6,098	.....
Kinderhook Academy	4,000	300	500	4,800	200	5,000	.....
Kingston Academy	42,050	700	1,168	43,918	7,000	50,918	.....
.....	8,000	880	375	8,755	10,261	19,016	.....
.....	8,964	563	217	4,743	194	4,937	.....
.....	8,800	425	277	9,502	110	9,612	.....
.....	30,000	875	400	30,775	1,892	32,667	.....
.....	1,600	241	164	2,005	1,500	3,505	58
.....	7,000	380	195	7,425	345	7,770	.....
.....	23,600	714	878	24,647	.....	24,647	.....
ad. Dept.	24,000	512	1,201	25,713	1,452	27,165	.....
l. Dept.	20,000	2,518	1,022	23,535	18,659	42,194	.....
.....	13,500	1,833	542	15,875	1,702	17,577	.....
Dept.	4,660	260	718	5,638	840	6,478	1,050
.....	15,900	180	152	16,232	300	16,532	54
Acad. Dept.	13,190	494	1,290	14,974	1,465	16,439	.....
.....	12,900	175	178	13,253	2,000	15,253	.....
.....	14,000	410	875	15,285	515	15,800	.....
Dept.	18,230	600	480	19,310	500	19,810	.....
Mayville Union School, Acad. Dept. ....	.....	.....	.....	.....	.....	.....	.....

* As reported in a former year.

Mechanicville Academy.....	6,656	398	7,279	.....	7,279	1,140
Medina Free Academy.....	6,900	327	8,986	.....	8,986	.....
Mexico Academy.....	14,380	975	17,126	625	17,751	.....
Middlebury Academy.....	7,500	925	9,918	5,668	15,576	.....
Montgomery Academy.....	6,860	840	7,440	503	7,943	200
Monticello Academy.....	10,300	.....	10,200	2,646	12,846	.....
Moravia Union School, Acad. Dept.....	16,400	605	17,256	.....	17,256	.....
Morris Union School, Acad. Dept.....	2,000	175	2,390	.....	2,390	.....
Mount Morris Union School, Acad. Dept.....	5,500	277	6,415	.....	6,415	.....
Munro Collegiate Institute.....	21,800	1,275	24,025	11,084	35,059	113
Naples Academy.....	17,800	558	18,705	1,673	20,877	.....
Newark Union School and Academy.....	15,000	1,749	17,921	300	18,291	.....
New Berlin Academy.....	4,400	298	5,104	100	5,204	.....
New Paltz Academy.....	7,900	776	9,228	455	9,683	.....
.....	4,710	177	5,105	43	5,147	.....
.....	11,000	844	12,818	490	13,308	506
.....	11,000	625	12,225	624	12,850	1,500
.....	30,240	1,659	32,561	5,243	37,809	2,035
.....	11,000	176	11,569	.....	11,569	.....
.....	13,100	406	14,106	2,000	16,106	2,000
.....	33,000	773	37,071	.....	37,071	.....
.....	11,500	837	12,568	443	13,309	918
Owego Free Academy.....	9,000	1,276	11,876	613	11,990	.....
.....	12,500	955	14,418	10,533	24,956	500
.....	123,700	6,287	135,793	57,464	198,257	.....
.....	8,280	175	8,505	.....	8,505	.....
.....	14,000	1,083	16,818	2,318	19,036	.....
.....	26,011	537	29,351	158	29,504	6,500
.....	15,200	450	16,597	.....	16,597	.....
.....	23,000	290	23,365	1,315	24,680	.....
.....	6,100	100	6,600	219	6,819	.....
.....	12,000	323	12,643	.....	12,643	.....
.....	11,035	792	12,410	26,546	38,955	30,800
.....	46,500	193	46,903	3,430	50,323	.....
.....	5,400	50	5,849	.....	5,849	.....
.....	10,841	263	12,171	1,009	13,180	5,000
.....	18,230	863	14,363	573	14,941	.....
Poughkeepsie High School.....	52,000	500	56,500	.....	56,500	.....

* This library is in the school building, under the control of the board of education, and free of access to the scholars, though not strictly the property of the institution.

Troy High School	28,000	1,589	30,518	550	31,068	1,420
Unadilla Academy	8,500	185	4,115	.....	4,115	8,817
Union Academy of Belleville	19,886	1,003	21,536	1,061	22,597	.....
Utica (Free) Academy	85,000	1,119	87,283	8,500	90,783	.....
Vernon Union School, Acad. Dept.	8,500	181	4,131	.....	4,131	.....
Walkill (Free) Academy	10,850	475	11,271	.....	11,271	.....
Walton Union School, Acad. Dept.	8,115	494	9,667	600	10,267	75
Walworth Academy	8,440	586	9,258	100	9,358	850
Warrensburgh Academy	8,775	150	4,215	.....	4,215	.....
Warsaw Union School, Acad. Dept.	43,060	708	45,270	4,800	49,570	18,500
Warwick Institute	8,800	421	9,688	.....	9,688	.....
Washington (Free) Academy	32,200	800	33,860	.....	33,860	.....
Waterford Union School, Acad. Dept.	11,500	391	12,141	.....	12,141	.....
Waterloo Union School, Acad. Dept.	17,750	638	19,356	.....	19,356	.....
Watertown High School	18,000	831	20,626	.....	20,626	.....
Waterville Union School, Acad. Dept.	20,000	340	20,815	1,391	22,106	.....
Watkins Academic Union School	18,750	385	19,700	2,020	21,720	.....
Waverly Union School, Acad. Dept.	19,893	700	21,456	.....	21,456	.....
Weedsport Union School, Acad. Dept.	12,000	364	13,028	.....	13,028	.....
Westfield Union School, Acad. Dept.	60,000	457	62,069	4,694	66,763	90,000
West Hebron Union School, Acad. Dept.	8,600	100	3,800	.....	3,800	.....
Westport Union School, Acad. Dept.	2,650	300	3,165	.....	3,165	.....
West Winfield Academy	14,165	400	14,865	.....	14,865	1,000
Whitehall Union School, Acad. Dept.	29,500	808	30,508	.....	30,508	.....
Whitestown Seminary	85,000	1,738	88,273	8,500	96,773	28,008
Whitney's Point Union School, Acad. Dept.	10,500	1,165	11,014	1,048	12,062	1,800
Wilson Union School, Acad. Dept.	4,445	566	5,950	300	6,250	.....
Windsor Union School, Acad. Dept.	8,800	184	4,320	.....	4,320	.....
Woodhull Academy	4,400	155	5,289	250	5,539	.....
Yates Academy	4,318	200	4,918	.....	4,918	.....
Yates Union School, Acad. Dept.	17,643	521	18,673	2,583	21,255	.....
	\$5,180,865	\$168,896	\$5,567,978	\$924,288	\$6,492,266	\$481,882

Buffalo Female Academy.....	6,990	7,865	5,020	2,337	7,865	2,285	.....
Cambridge Union School, Acad. Dept..	3,636	3,538	1,693	563	2,255	53	.....
Canandaigua Academy.....	3,413	4,741	4,065	624	4,689	.....	35
Canastota Union School, Acad. Dept..	185	3,855	3,782	743	3,525	.....	34
Candor Free Academy.....	176	2,075	2,251	410	2,385	.....	.....
Canisteo Academy.....	810	384	1,194	158	1,194	.....	.....
Canton Union School, Acad. Dept.....	700	2,980	3,630	430	3,630	.....	.....
Carthage Union School, Acad. Dept.....	219	1,058	1,277	164	1,398	.....	121
Cary Collegiate Seminary.....	1,564	4,444	6,009	6,009	7,008	1,000	.....
Castile Union School, Acad. Dept.....	135	1,696	1,833	1,616	1,954	.....	131
Catakill Free Academy.....	174	2,081	1,987	318	2,255	.....	.....
Cayuga Lake Academy.....	1,304	1,570	2,874	1,969	2,874	.....	.....
Cazenovia Seminary.....	3,463	24,752	23,214	21,728	32,916	298	.....
Chamberlain Institute.....	3,550	7,815	10,865	4,965	10,865	.....	.....
Chester Union School, Acad. Dept.....	200	1,875	1,075	75	1,075	.....	.....
Chili Seminary.....	878	249	1,127	215	1,127	.....	.....
Cincinnati Academy.....	500	418	818	105	918	.....	.....
Clarence Classical Union School.....	440	1,935	2,100	275	2,375	.....	.....
Claverack Academy and H. R. Institute,	10,305	15,770	20,585	5,090	25,675	400	.....
Clinton Grammar School, Female Dept.	5,980	163	4,550	1,593	6,143	.....	.....
Clinton Liberal Institute.....	7,454	2,750	8,530	7,874	11,404	1,200	.....
Cobleskill Union School, Acad. Dept..	332	1,643	1,775	100	1,875	.....	.....
Colgate Academy.....	2,423	2,616	5,039	1,735	6,141	1,103	.....
Cook Academy.....	4,685	11,473	8,860	15,721	22,081	5,934	.....
Cooperstown Union School, Acad. Dept.	411	4,603	3,100	160	3,260	1,814	.....
Corning Free Academy.....	190	8,152	2,804	539	3,343	.....	.....
Dansville Seminary.....	2,625	1,935	3,000	1,576	4,576	184	.....
Delaware Academy.....	2,870	970	2,691	584	3,275	65	.....
Delaware Institute.....	2,920	631	2,648	987	3,635	106	.....
Dept.....	181	967	780	368	1,148	.....	.....
Dept.....	480	1,220	1,500	200	1,700	.....	.....
l. Dept.....	.....	3,875	2,825	550	3,375	.....	.....
titute.....	1,150	53	1,100	185	1,285	63	.....
.....	96	2,781	2,650	237	2,887	.....	.....
Elizabethtown Un. School, Acad. Dept.	213	1,090	1,200	103	1,303	.....	.....
Ellington Union School, Acad. Dept.....	268	1,537	1,800	800	2,100	310	.....
Elmira Free Academy.....	148	6,162	5,300	1,105	6,305	.....	.....
Evans Academy.....	278	1,552	1,000	739	1,739	91	.....
Fairfield Academy.....	2,725	5,116	3,500	5,341	7,841	.....	.....

SCHEDULE No. 6 — (Continued).

NAMES OF ACADEMIES.	ANNUAL REVENUE.			ANNUAL EXPENDITURE.			Excess (if any) of revenue over expenditures.	Excess (if any) of expenditure over revenue.
	From tuition.	From other sources.	Total revenue.	For teachers' salaries.	For other purposes.	Total expenditures.		
Fairport Union School, Acad. Dept.	\$248	\$6,400	\$6,648	\$1,850	\$4,748	\$6,598	\$50	
Foley Seminary	8,178	2,214	5,392	2,750	2,532	5,282	110	
Forestville Free Academy	641	2,555	3,196	2,585	606	3,191	5	
Fort Covington (Free) Academy	254	1,178	1,432	1,265	163	1,427		
Fort Edward	8,750	4,237	13,977	11,200	1,777	12,977		
Fort Edward	.....	2,724	2,724	2,200	1,295	3,495		\$771
Fort Plain Seminary and Female Coll. Institute.	8,908	7,447	11,350	5,100	6,250	11,350		
Franklin (Free) Academy, Malone.	920	4,080	4,950	2,100	2,850	4,950		
Franklin Academy, Prattsburgh.	371	1,307	1,678	1,500	178	1,678		
Friendship Academy	2,300	1,483	3,783	2,550	1,188	3,688	95	
Genesee and Wyoming Seminary	800	198	998	725	273	998		
Genesee Valley Seminary.	193	961	1,154	869	285	1,154		
Genesee Wesleyan Seminary	8,616	3,029	6,645	5,878	1,438	6,811		166
Geneva Classical and Union School	10,788	10,707	21,495	8,750	8,644	18,394	9,101	
Gilbertsville Academy	1,144	418	1,562	1,493	.....	1,493	69	
Glen's Falls Academy	2,510	374	2,784	2,291	498	2,784		
Gloverville Union School, Acad. Dept.	247	14,276	14,523	9,000	5,007	14,007	456	
Gouverneur Wesleyan Seminary	2,258	1,773	4,030	2,425	140	2,565	1,465	
Greene Union School, Acad. Dept.	375	725	1,000	1,000	.....	1,000		
Greenville Academy	778	489	1,267	1,513	85	1,547		280
Greenwich Union School, Acad. Dept.	843	4,274	4,616	3,074	1,708	4,777		161
Griffith Institute	763	960	1,723	1,519	415	1,934		311
Groton Union School, Acad. Dept.	433	8,935	4,858	3,250	2,108	4,858		
Hamburg Union School, Acad. Dept.	276	2,715	2,991	2,313	638	2,951	40	
Hartwick Seminary	601	1,038	1,634	1,252	359	1,611	23	
Haverling Union School, Acad. Dept.	640	2,860	3,500	3,500	.....	3,500		
Holland Pat. Union School, Acad. Dept.	423	2,076	2,501	2,180	623	3,015		14
Holley Union School, Acad. Dept.	199	2,820	3,719	3,254	354	2,607	113	
Homestead Union School, Acad. Dept.	980	2,731	3,701	3,600	1,000	3,600	5	

Hornell Free Academy	3,200	2,900	300	3,200	300	3,200	66
Hudson Academy	2,138	1,966	961	2,861	961	2,927	301
Hungerford Collegiate Institute	4,287	5,281	5,960	10,940	5,960	11,241	
Huntington Union School, Acad. Dept.	456	2,527	565	3,092	565	3,092	
Nion Union School, Acad. Dept.	352	3,800	1,335	5,135	1,335	5,135	
Ithaca High School	1,109	2,761	2,456	5,217	2,456	5,217	
Ives Seminary	2,514	3,250	678	3,928	678	3,928	
Jamestown Union School and Coll. Inst.	2,800	6,750		6,750		6,750	
Johnstown Union School, Acad. Dept.		1,300	1,770	3,070	1,770	3,070	
Jordan (Free) Academy	274	1,604	242	1,846	242	1,846	
Keeseville Union School, Acad. Dept.	325	2,600	295	2,895	295	2,895	
Kinderhook Academy	1,000	2,179		2,179		2,179	
Kingston Academy	240	4,250	1,705	5,955	1,705	5,955	
Lansingburgh Academy	1,305	1,589	1,365	2,954	1,365	2,954	599
Lawrenceville Academy	632	1,138	154	1,292	154	1,292	
Leavenworth (Free) Institute	225	1,200	255	1,455	255	1,455	
Le Roy Academic Institute	3,485	4,142	800	4,942	800	4,942	
Liberty Normal Institute	600	930	119	1,049	119	1,049	58
Lisle Union School, Acad. Dept.	118	1,520	658	2,178	658	2,178	
Little Falls Union School, Acad. Dept.	25	1,388	180	1,568	180	1,568	
Lockport Union School, Acad. Dept.	2,781	18,014	3,564	13,014	3,564	13,014	
Lowville Academy	3,308	6,187	2,075	6,187	2,075	6,187	
Lyons Union School, Acad. Dept.	203	11,271	1,980	9,569	1,980	9,569	1,702
Macedon Academy	1,210	1,550	426	2,055	426	2,055	505
McGrawville Union School, Acad. Dept.	142	1,699	481	1,743	481	1,743	44
Marion Collegiate Institute	1,492	1,912	417	1,912	417	1,912	
Marshall Seminary of Easton	1,456	3,398	1,962	3,398	1,962	3,398	
Massena Union School, Acad. Dept.	500	1,050	75	1,075	75	1,075	25
Mayville Union School, Acad. Dept.	408	3,787	658	3,708	658	3,708	
Mechanicville Academy	2,900	3,970	570	3,970	570	3,970	
Medina Free Academy	631	2,250		2,250		2,250	
Mexico Academy	1,832	2,248	412	2,304	412	2,304	56
Middlebury Academy	906	1,892	1,428	2,829	1,428	2,829	
Montgomery Academy	1,043	1,401	185	1,194	185	1,194	6
Monticello Academy	3,476	2,499	1,027	3,526	1,027	3,526	
Moravia Union School, Acad. Dept.	673	2,336	355	2,691	355	2,691	
Morris Union School, Acad. Dept.	112	1,000	192	1,192	192	1,192	42
Mount Morris Union School, Acad. Dept.	115	1,729	645	2,374	645	2,374	
Munro Collegiate Institute	1,101	2,662	514	2,749	514	2,749	87

SCHEDULE No. 6—(Continued).

NAMES OF ACADEMIES.	ANNUAL REVENUE.			ANNUAL EXPENDITURE.			Excess (if any) of revenue over expenditure.	Excess (if any) of expenditure over revenue.
	From tuition.	From other sources.	Total revenue.	For teachers' salaries.	For other purposes.	Total expenditures.		
Naples Academy	\$1,272	\$332	\$1,654	\$1,198	\$258	\$1,654	.....	.....
Newark Union School and Academy ..	586	4,280	4,816	4,250	416	4,666	\$150	.....
New Berlin Academy	1,175	1,503	1,677	1,443	235	1,677	.....	.....
New Paliz Academy	1,352	360	2,312	1,963	250	2,213	.....	.....
Nichols Union School, Acad. Dept.	65	633	703	660	43	703	.....	.....
Norwich Union School, Acad. Dept.	725	3,342	4,067	3,700	367	4,067	.....	.....
Nunda Academy	2,800	409	3,209	2,300	408	2,709	.....	.....
Oakwood Seminary	2,966	6,221	9,187	2,418	6,831	9,239	.....	\$53
Oneonta Union School, Acad. Dept.	54	1,570	1,624	1,600	24	1,624	.....	.....
Onondaga (Free) Academy	1,321	1,847	3,168	1,843	325	2,168	.....	.....
Oswego High School	136	3,718	3,854	3,050	804	3,854	.....	.....
Ovid Union School, Acad. Dept.	334	3,901	4,235	2,500	1,407	3,907	318	.....
Owero Free Academy	246	4,219	4,465	3,740	725	4,465	.....	.....
.....	1,710	1,311	3,021	2,893	395	3,288	.....	367
.....	44,896	5,967	50,863	38,480	10,749	49,229	1,654	.....
l, Acad. Dept. school.	290	2,128	2,418	1,615	453	2,068	350	.....
.....	423	3,228	3,643	2,900	597	3,497	148	.....
.....	2,030	2,618	4,618	2,000	2,460	4,460	158	.....
.....	687	6,331	7,018	4,247	2,771	7,018	.....	.....
Dept.	564	2,926	3,490	2,950	2,257	5,207	.....	1,717
l School.	75	3,368	3,443	3,038	541	3,577	.....	184
l. Dept.	490	.....	490	442	48	490	.....	.....
.....	925	1,603	2,528	2,100	625	2,725	.....	197
.....	400	3,100	3,500	2,500	700	3,200	.....	.....
.....	396	267	653	506	187	693	.....	40
Port Byron Free School and Academy ..	551	2,769	3,320	1,994	317	2,311	1,009	.....
Port Jervis Union School, Acad. Dept. ..	.....	1,230	1,230	1,200	30	1,230	.....	.....
Poughkeepsie High School	40	5,600	5,680	4,000	1,830	5,830	.....	.....
Pulaski Academy	1,426	741	2,166	2,000	166	2,166	.....	.....
Red Creek Union Seminary	400	300	690	600	610	1,110	.....	433

Rensselaerville Academy	844	63	507	50	907	.....	.....
Rochester Female Academy	3,751	43	2,793	329	3,793	.....	.....
Rochester Free Academy	625	12,257	9,840	3,043	12,883	.....	.....
Rogersville Union Seminary	491	114	605	63	605	.....	.....
Rome (Free) Academy	245	4,697	4,400	543	4,943	.....	.....
Rural Seminary	496	289	785	40	825	.....	40
Rushford Union School, Acad. Dept.	187	1,428	1,565	177	1,565	.....	.....
Rushville Union School, Acad. Dept.	400	1,398	1,798	415	2,090	.....	292
Sandy Creek Union School, Acad. Dept.	189	5,293	5,462	3,150	5,527	.....	45
Sandy Hill Union School, Acad. Dept.	540	7,988	8,538	3,294	8,376	.....	.....
Saratoga Springs Un. School, Acad. Dept.	101	3,599	3,700	780	3,700	.....	.....
Sauquoit Academy	1,041	115	1,156	97	1,165	.....	9
Schenectady Union Classical Institute	950	2,525	3,475	475	3,475	.....	.....
Schoharie Union School, Acad. Dept.	250	2,358	2,508	285	2,885	.....	.....
Seneca Fa	90	3,086	3,186	684	3,186	.....	.....
Sherburne	192	1,575	1,767	317	1,868	.....	.....
Sherman	561	3,581	4,145	1,420	4,409	.....	464
Sherman Union School, Acad. Dept.	205	2,210	2,415	353	2,153	.....	.....
Skaneateles Union School, Acad. Dept.	245	2,560	1,944	643	2,587	.....	.....
Sodus Academy	1,564	.....	2,012	207	2,219	.....	.....
Spencer Union School, Acad. Dept. ....	.....	296	140	156	.....	.....	.....
S. S. Seward Institute	2,870	2,542	2,126	5,237	7,363	.....	.....
Starkey Seminary	8,774	1,289	4,125	1,537	5,662	.....	1,951
Syracuse High School	1,223	18,084	14,958	1,486	14,266	.....	599
Ten Broeck Free Academy	954	3,554	4,508	974	4,474	.....	.....
Troy Academy	4,485	52	4,537	437	4,537	.....	84
Troy High School	133	7,197	4,100	763	7,839	.....	.....
Unadilla Academy	983	.....	6,567	146	1,797	.....	.....
Union Academy of Belleville	2,100	1,223	1,651	540	3,323	.....	.....
Utica (Free) Academy	354	9,502	2,788	706	9,856	.....	.....
Vernon Union School, Acad. Dept.	74	900	906	.....	900	.....	74
Wallkill (Free) Academy	187	3,699	3,898	186	3,886	.....	.....
Walton Union School, Acad. Dept.	725	3,561	4,286	692	4,300	.....	14
Walworth Academy	780	411	1,211	470	1,211	.....	.....
Warrensburg Academy	956	489	1,283	112	1,395	.....	.....
Warsaw Union School, Acad. Dept.	241	4,950	5,191	2,953	5,191	.....	.....
Warwick Institute	200	1,840	1,850	690	3,040	.....	.....
Washington (Free) Academy	1,830	.....	2,251	.....	2,251	.....	.....
Waterford Union School, Acad. Dept. ....	.....	3,665	3,408	1,257	3,665	.....	.....

ACADEMIES.

SCHEDULE No. 6 — (Continued).

NAMES OF ACADEMIES.	ANNUAL REVENUE.			ANNUAL EXPENDITURE.			Excess (if any) of revenue over expenditures.	Excess (if any) of expenditures over revenue.
	From tuition.	From other sources.	Total revenue.	For teachers' salaries.	For other purposes.	Total expenditures.		
Waterloo Union School, Acad. Dept.	\$544	\$6,161	\$6,705	\$4,988	\$1,421	\$6,407	\$298	.....
Watertown High School.	588	5,142	5,730	5,100	630	5,730	.....	.....
Waterville Union School, Acad. Dept.	640	5,544	6,184	4,193	1,552	5,744	440	.....
Watkins Academic Union School.	802	2,377	2,879	2,175	504	2,679	.....	.....
Waverly Union School, Acad. Dept.	837	7,996	8,833	2,640	5,882	8,522	111	.....
Weedsport Union	900	1,250	1,550	1,550	.....	1,550	.....	.....
Westfield Union F	688	14,514	15,202	4,988	12,088	17,056	.....	\$1,854
West Hebron Union School, Acad. Dept.	56	925	981	752	145	897	84	.....
Westport Union School, Acad Dept.	822	1,637	1,859	1,656	287	1,943	16	.....
.....	1,606	2,817	4,425	1,920	3,506	5,426	.....	1,001
.....	70	9,874	9,944	9,457	487	9,944	.....	.....
.....	5,826	8,541	14,367	6,550	10,880	17,880	.....	3,018
.....	553	2,596	3,149	2,480	699	3,149	.....	.....
Acad. Dept.	899	2,821	3,220	2,650	670	3,320	.....	.....
.....	112	1,715	1,827	1,640	187	1,827	.....	.....
.....	1,200	195	1,395	1,200	195	1,395	.....	.....
.....	1,008	225	1,228	1,102	126	1,228	.....	.....
.....	880	4,229	4,609	3,466	952	4,418	191	.....
	\$422,725	\$701,994	\$1,124,719	\$779,648	\$341,085	\$1,120,731	\$29,838	\$25,835

SCHEDULE No. 7.

Containing abstracts from the academy reports for the academic years 1875-76, showing the number and sex of the teachers employed, and of those who intend to make teaching a profession, the number of scholars pursuing classical studies and of those preparing for college, and the number of volumes in the library of each institution.

TEACHERS, LIBRARIES, ETC.

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NAMES OF ACADEMIES.	NUMBER OF TEACHERS.			Intend to make teaching a profession.	NUMBERS OF SCHOLARS.			No. of volumes in library.
	Male.	Female.	Total.		Pursuing classical studies.	Preparing for college.	Entering college this year.	
Addison Union School, Acad. Dept.	1	1	2	2	3	1	.....	710
Adelphi Academy	13	17	30	10	43	24	6	903
Afton Union School, Acad. Dept.	1	1	2	2	8	4	.....	314
Albany Academy	7	4	11	10	95	45	.....	1,033
Albany High School	11	8	19	19	.....	.....	.....	3,290
Alfred University, Acad. Dept.	10	7	17	11	103	45	.....	5,676
Almond Academy	3	.....	3	1	.....	.....	.....	123
Amenia Seminary	4	8	13	6	30	7	2	1,443
Amsterdam Academy	4	5	9	9	63	19	9	356
Angola Union School, Acad. Dept.	1	1	2	2	8	.....	.....	159
Arcade Union School, Acad. Dept.	1	.....	1	1	11	3	2	209
Argyle Academy	2	1	3	3	4	1	1	943
Attica Union School, Acad. Dept.	1	2	3	3	9	1	.....	400
Auburn Academic High School	2	3	5	5	59	19	7	300
Augusta Academy	.....	1	1	1	2	.....	.....	231
Aurora Academy	2	2	4	4	15	.....	.....	600
Bainbridg	1	2	3	3	18	.....	.....	566
Baldwin	1	3	4	4	80	16	1	473
Batavia	2	3	5	4	50	7	1	4,052
Bath-on-the-Hudson Union School, Acad. Dept.	1	1	2	2	3	.....	.....	676
Binghamton Central High School	4	3	7	7	21	29	7	4,336
Bridge Hampton Literary and Com. Institute	2	2	4	2	17	2	1	49
Brookfield Union School, Acad. Dept.	2	.....	2	2	.....	.....	.....	83
Brooklyn Collegiate and Polytechnic Institute	27	3	30	28	241	31	10	2,107
Buffalo Central School	6	8	14	14	84	16	4	867

SCHEDULE No. 7-- (Continued).

NAMES OF ACADEMIES.	NUMBER OF TEACHERS.			Intend to make teaching a profession.	NUMBER OF SCHOLARS.			No. of volumes in library.
	Male.	Female.	Total.		Pursuing classical studies.	Preparing for college.	Entering college this year.	
Buffalo Female Academy	4	6	10	7	.....	.....	.....	1,223
Cambridge Union School, Acad. Dept.	1	2	3	3	19	5	.....	1,601
Canandaigua Academy	5	1	6	5	40	23	4	1,972
Canastota Union School, Acad. Department.	1	1	2	2	20	4	.....	753
Candor Free Academy	1	5	6	5	20	2	.....	556
.....	1	3	4	2	16	3	.....	313
Acad. Dept.	1	7	8	7	41	41	10	637
Acad. Dept.	1	1	2	2	4	8	.....	322
Acad. Dept.	3	3	6	6	15	6	.....	763
Acad. Dept.	1	.....	1	1	1	1	.....	237
Catskill Free Academy	1	1	2	2	23	14	5	113
Cayuga Lake Academy	1	3	4	4	6	6	1	2,751
Cazenovia Seminary	9	5	14	14	202	75	31	3,046
Chamberlain Institute	5	4	9	9	42	15	1	800
Chester Union School, Acad. Dept.	1	.....	1	1	13	2	1	970
Chili Seminary	1	3	4	3	29	9	2	512
Cincinnati Academy	2	2	4	3	9	5	2	342
Clarence Classical Union School	1	3	4	4	50	.....	.....	978
Claverack Academy and U. R. Institute	10	10	20	20	57	45	8	1,305
Clinton (.....) Female Dept.	4	7	11	11	43	.....	.....	800
Clinton I	4	5	9	9	24	5	5	1,638
Cobleskill	2	2	4	4	7	1	.....	99
Colgate Academy	9	.....	7	4	58	47	16	885
Cook Academy	3	4	7	7	101	81	4	570
Cooperstown Union School, Acad. Dept.	3	3	6	6	25	6	4	938
Corning Free Academy	2	2	4	.....	113	.....	(?) 9	237
Danaville Seminary	5	7	12	11	34	10	2	669
Delaware Academy	3	2	5	5	40	19	3	1,477
Delaware Literary Institute	3	4	7	.....	40	20	1	1,335
Deposit Union School, Acad. Dept.	1	3	4	3	7	.....	.....	1,165

ACADEMIES.

SCHEDULE No. 7—(Continued).

NAMES OF ACADEMIES.	NUMBER OF TEACHERS.			Intend to make teaching a profession.	NUMBER OF SCHOLARS.			No. of volumes in library.
	Male.	Female.	Total.		Pursuing classical studies.	Preparing for college.	Entering college this year.	
Hudson Academy.....	2	3	5	5	7	2	1	192
Hungerford Collegiate Institute.....	5	6	11	8	95	12	8	1,266
Huntington Union School, Acad. Dept.....	2	2	4	4	4	4	2	671
Ilion Union School, Acad. Dept.....	1	3	4	4	15	6	.....	129
Ithaca High School.....	3	3	6	4	45	88	10	893
Ives Seminary.....	3	3	6	4	33	26	9	528
Jamestown Union School and Coll. Institute.....	3	6	9	8	55	19	5	1,202
Johnstown Union School, Acad. Dept.....	1	.....	1	1	2	.....	.....	1,285
Jordan (Free) Academy.....	1	1	2	2	4	1	.....	508
Keeseville Union School, Acad. Dept.....	1	1	2	2	33	6	1	276
Kinderhook Academy.....	2	2	4	4	20	6	.....	416
Kingston Academy.....	3	3	6	6	19	6	.....	777
Lansingburgh Academy.....	1	2	3	3	6	2	.....	480
Lawrenceville Academy.....	2	3	5	3	10	3	.....	360
Leavenworth (Free) Institute.....	1	.....	1	1	24	3	1	464
Leroy Academic Institute.....	2	4	6	6	21	12	.....	223
Liberty Normal Institute.....	1	1	2	2	.....	.....	.....	242
Lisle Union School, Acad. Dept.....	1	2	3	3	.....	.....	.....	168
Little Falls Union School, Acad. Dept.....	1	1	2	1	4	1	.....	855
Lockport Union School, Acad. Dept.....	4	5	9	8	86	18	2	284
Lowville Academy.....	3	4	7	4	52	10	2	2,571
Lyons Union School, Acad. Dept.....	4	1	5	5	34	5	1	1,289
Macedon Academy.....	2	3	5	4	27	5	.....	334
McGrawville Union School, Acad. Dept.....	1	2	3	3	6	2	.....	113
Marion Collegiate Institute.....	4	2	6	6	85	9	5	892
Marshall Seminary of Easton.....	1	2	3	3	1	.....	.....	90
Massena Union School, Acad. Dept.....	1	.....	1	.....	6	.....	.....	188
Mayville Union School, Acad. Dept.....	1	2	3	3	12	4	.....	424
Mechanicville Academy.....	3	6	9	7	15	8	2	203
Medina Free Academy.....	3	1	3	3	23	6	.....	387

Mexico Academy.....	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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SCHEDULE No. 7 --- (Continued).

NAMES OF ACADEMIES.	NUMBER OF TEACHERS.			Intend to make teaching a profession.	NUMBER OF SCHOLARS.			No. of volumes in library.
	Male.	Female.	Total.		Pursing classical studies.	Preparing for college.	Entering college this year.	
Rochester Female Academy.....	1	7	8	8	20	.....	.....	206
Rochester Free Academy.....	4	5	9	9	204	.....	.....	143
Rogersville Union Seminary.....	1	3	3	3	4	1	1	225
Rome (Free) Academy.....	1	5	6	6	23	9	.....	1,215
Rural Seminary.....	1	1	2	1	4	.....	.....	639
Rushford Union School, Acad. Dept.....	1	2	3	3	4	.....	.....	194
Rushville Union School, Acad. Dept.....	1	1	2	3	14	4	.....	800
Sandy Creek Union School, Acad. Dept.....	1	1	2	3	17	3	1	194
i. Dept.....	1	2	3	3	2	2	1	635
l. Acad. Dept.....	2	2	4	3	15	5	3	94
Institute.....	1	2	3	3	1	1	.....	107
Dept.....	2	4	6	6	72	49	10	195
.....	2	.....	2	2	23	6	.....	638
.....	1	3	4	4	23	2	.....	768
l. Dept.....	1	1	2	2	18	1	.....	1,128
Dept.....	1	1	2	2	27	9	.....	179
d. Dept.....	1	1	2	2	9	4	.....	205
.....	2	2	4	2	26	1	1	895
.....	2	4	6	2	14	3	1	246
.....	1	1	2	.....	1	.....	.....	180
.....	2	3	5	.....	23	2	1	.....
.....	2	3	5	2	.....	.....	.....	148
.....	.....	3	3	2	.....	11	1	*1,911
.....	4	5	10	9	21	13	3	1,543
.....	3	4	7	7	25	60	12	439
.....	4	7	11	11	105	4	1	552
.....	2	3	5	5	85	12	7	157
.....	3	1	4	3	12	12	1	578
.....	1	3	4	4	23	4	2	245
.....	2	3	5	5	29	4	.....	821
Union Academy of Belleville.....	2	3	5	5	.....	.....	.....	.....

Utica (Free) Academy	6	3	9	9	48	19	4	559
Vernon Union School, Acad. Dept.	1	.....	1	1	7	.....	.....	755
Walkill (Free) Academy	2	4	6	6	25	3	.....	512
Walton Union School, Acad. Dept.	1	1	2	2	31	6	1	575
Walworth Academy	1	1	2	2	2	2	.....	185
Warrensburgh Academy	1	2	3	3	7	7	1	180
Warsaw Union School, Acad. Dept.	3	2	5	4	29	10	2	1,513
Warwick Institute	1	1	2	2	20	1	.....	276
Washington (Free) Academy	2	3	3	3	5	3	1	639
Waterford Union School, Acad. Dept.	1	2	3	3	4	.....	.....	250
Waterloo Union School, Acad. Dept.	2	1	3	3	23	3	.....	1,135
Watertown High School	3	2	5	5	69	7	2	1,855
Waterville Union School, Acad. Dept.	2	2	4	4	14	6	4	463
Watkins Academic Union School	1	2	3	3	4	1	1	564
Waverly Union School, Acad. Dept.	2	2	4	3	31	12	.....	422
Weedsport Union School, Acad. Dept.	2	2	4	2	26	3	.....	689
Westfield Union School, Acad. Dept.	2	4	5	4	40	15	1	1,463
West Hebron Union School, Acad. Dept.	1	2	3	2	4	.....	.....	64
Westport Union School, Acad. Dept.	1	.....	.....	.....	8	3	.....	412
West Winfield Academy	2	4	6	6	65	12	.....	1,050
Whitehall Union School, Acad. Dept.	1	1	2	2	12	.....	.....	1,200
Whitestown Seminary	5	6	11	9	73	50	15	1,318
Whitney's Point Union School, Acad. Dept.	1	2	3	3	17	4	.....	266
Wilson Union School, Acad. Dept.	1	2	3	2	23	5	1	863
Windsor Union School, Acad. Dept.	1	.....	1	1	24	5	1	681
Woodhull Academy	1	5	6	6	2	2	.....	407
Yates Academy	1	4	5	2	17	5	.....	585
Yates Union School, Acad. Dept.	1	6	7	7	.....	.....	.....	843
Total	499	617	1,116	937	6,069	1,772	395	175,933

* Property of the Judson Association.

SCHEDULE No. 8.

Containing a statement of all moneys apportioned to Academies, from the Literature Fund, by the Regents of the University, for the purchase of books and philosophical apparatus for the use of such Academies, pursuant to the act of the Legislature relative to the distribution and application of the revenue of said fund, passed April 22, 1834; such apportionment having been made to such Academies only as had themselves raised by contribution, from sources other than their own corporate property, funds equal to the amount so apportioned, to be expended in the same manner.

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before January, 1877.	In January, 1877.	Total.
Academy at Little Falls.....	\$645 00	.....	\$645 00
Academy of Dutchess County ...	250 00	.....	250 00
Addison Academy and Union School.....	450 00	\$100 00	550 00
Adelphi Academy.....	500 00	.....	500 00
Albany Academy.....	935 00	.....	935 00
Albany Female Academy.....	1,000 00	.....	1,000 00
Albany Female Seminary.....	930 00	.....	930 00
Albany High School.....	500 00	250 00	750 00
Albion Academy.....	477 00	.....	477 00
Alfred University, Acad. Dept.....	1,554 93	.....	1,554 93
Amenia Seminary.....	1,006 90	.....	1,006 90
Ames Academy.....	101 00	.....	101 00
Amsterdam Female Seminary.....	427 75	.....	427 75
Angelica Academy.....	25 00	.....	25 00
Angola Union School, Acad. Dept.....	32 40	.....	32 40
Antwerp Liberal Literary Institute (now Ives Seminary, which see).....	.....	.....	.....
Argyle Academy.....	272 00	.....	272 00
Astoria Institute.....	250 00	.....	250 00
Attica Union School, Acad. Dept.....	232 70	.....	232 70
Auburn Academic High School (formerly Auburn Academy).....	705 00	.....	705 00
Auburn Female Seminary.....	250 00	.....	250 00
Augusta Academy.....	285 00	.....	285 00
Aurora Academy.....	446 00	.....	446 00
Avon Academy.....	151 00	.....	151 00
Bainbridge Union School, Acad. Dept.....	250 00	.....	250 00
Baldwinsville Academy.....	437 00	.....	437 00
Ball Seminary.....	344 00	.....	344 00
Batavia Union School, Acad. Dept.....	1,675 00	.....	1,675 00
Batavia Female Academy.....	94 25	.....	94 25
Bethany Academy.....	55 00	.....	55 00
Binghamton Academy.....	1,354 50	.....	1,354 50
Black River Literary and Religious Inst...	571 00	.....	571 00
Brockport Collegiate Institute.....	858 95	.....	858 95
Brookfield Academy.....	297 00	.....	297 00
Brooklyn Female Academy.....	1,000 00	.....	1,000 00
Brooklyn Collegiate and Polytechnic Inst..	1,750 00	.....	1,750 00
Buffalo Central School.....	500 00	.....	500 00
Buffalo Literary and Scientific Academy..	100 00	.....	100 00
Buffalo Female Academy.....	756 71	.....	756 71
Cambridge Washington Academy.....	849 58	.....	849 58
Canajoharie Academy.....	539 00	.....	539 00
Canandaigua Academy.....	500 00	.....	500 00

SCHEDULE No. 8 — (Continued).

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before January, 1877.	In January, 1877.	Total.
Canastota Union School, Acad. Dept.....	\$450 00	.....	\$450 00
Candor Free Academy.....	439 00	.....	439 00
Canisteo Academy.....	422 00	.....	422 00
Canton Academy and Union School.....	407 95	\$95 00	502 95
Carthage Union School, Acad. Dept.....	.....	66 23	66 23
Cary Collegiate Seminary.....	552 00	.....	552 00
Castile Union School, Acad. Dept.	70 00	.....	70 00
Catskill Free Academy.....	250 00	.....	250 00
Cayuga Acad'y and Cayuga Lake Academy, Chamberlain Institute (formerly Randolph Academy Association).....	1,147 00	.....	1,147 00
Champlain Academy.....	800 00	.....	800 00
Cherry Valley Academy.....	297 00	.....	297 00
Chester Academy.....	565 00	.....	565 00
Cincinnati Academy.....	755 00	.....	755 00
Cincinnati Academy.....	274 00	.....	274 00
Clarence Classical Union School.....	900 00	.....	900 00
Clarkson Academy.....	830 00	.....	830 00
Claverack Academy and Hudson River In- stitute.....	1,503 50	.....	1,503 50
Clermont Academy.....	51 00	.....	51 00
Clinton Academy.....	36 00	.....	36 00
Clinton Grammar School.....	738 87	.....	738 87
Clinton Liberal Institute.....	737 75	.....	737 75
Clinton Seminary.....	168 41	.....	168 41
Clover Street Seminary.....	275 00	.....	275 00
Colgate Academy (form'ly Grammar School of Madison University).....	500 00	.....	500 00
Cook Academy.....	480 00	28 00	508 00
Cooperstown Union School, Acad. Dept...	150 00	.....	150 00
Corning Free Academy.....	75 00	.....	75 00
Cortland Academy.....	1,174 50	.....	1,174 50
Cortlandville Academy.....	574 12	.....	574 12
Coxsackie Academy.....	25 00	.....	25 00
Dansville Seminary.....	684 26	.....	684 26
Deer Park Union School (Port Jervis Union School, which see).....	.....	.....	.....
De Lancey Institute.....	150 00	.....	150 00
Delaware Academy.....	798 19	.....	798 19
Delaware Literary Institute.....	*2,496 84	.....	2,496 84
Deposit Academy... ..	215 00	46 00	261 00
De Ruyter Institute.....	549 00	.....	549 00
Dundee Academy.....	38 00	.....	38 00
Dunkirk Union School, Acad. Dept... ..	250 00	250 00	500 00
East Bloomfield Academy.....	825 00	.....	825 00
East Hamburg Friends' Institute.....	40 00	.....	40 00
Elizabethtown Union School, Acad. Dept..	32 50	.....	32 50
Ellington Academy.....	49 00	.....	49 00
Elmira Free Academy (formerly Elmira Academy).....	1,716 19	.....	1,716 19
Erasmus Hall Academy.....	195 00	.....	195 00
Essex County Academy.....	50 00	.....	50 00
Evans Academy.....	22 50	.....	22 50
Fairfield Academy.....	1,570 00	.....	1,570 00
Fairport Union School, Acad. Dept.....	200 00	.....	200 00
Falley Seminary.....	1,150 00	.....	1,150 00
Farmers' Hall Academy.....	115 00	.....	115 00

* Apparatus destroyed by fire in 1856, previous to which time \$963 had been apportioned by the Regents.

SCHEDULE No. 8 — (Continued).

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before January, 1877.	In January, 1877.	Total.
Fayetteville Academy.....	\$303 50	.....	\$303 50
Fonda Academy.....	165 00	.....	165 00
Forestville Free Academy.....	171 00	.....	171 00
Fort Covington Academy.....	234 50	.....	234 50
Fort Edward Collegiate Institute (formerly Washington County Seminary and Colle- giate Institute).....	938 17	.....	938 17
Fort Edward Union School, Acad. Dept....	469 94	.....	469 94
Fort Plain Seminary.....	425 00	.....	425 00
Franklin Academy, Malone.....	850 00	.....	850 00
Fredonia Academy.....	1,084 00	.....	1,084 00
Friends' Acad'y (now Oakwood Seminary), Friendship Academy.....	738 08	.....	738 08
.....	444 40	.....	444 40
Fulton Female Seminary.....	165 00	.....	165 00
Gaines Academy.....	236 00	.....	236 00
Galway Academy.....	250 00	.....	250 00
Genesee and Wyoming Seminary.....	818 00	.....	818 00
Genesee Conference Seminary (now Pike Seminary, which see).....	.....	.....	.....
Genesee Valley Seminary.....	80 00	.....	80 00
Genesee Wesleyan Seminary.....	1,886 00	.....	1,886 00
Geneseo Academy (formerly Livingston High School).....	575 00	.....	575 00
Geneva Classical and Union School.....	701 33	.....	701 33
Genoa Academy.....	160 00	.....	160 00
Gilbertsville Academy and Collegiate Inst. Glen's Falls Academy.....	405 00	.....	405 00
.....	464 00	.....	464 00
Gloversville Union Seminary.....	421 72	.....	421 72
Gouverneur High School and Gouverneur Wesleyan Seminary.....	805 00	.....	805 00
Grammar School of Madison University (now Colgate Academy, which see).....	.....	.....	.....
Greenbush and Schodack Academy.....	165 00	.....	165 00
Greene Union School, Acad. Dept.....	.....	\$201 00	201 00
Greenville Academy.....	182 50	.....	182 50
Greenwich Union School, Acad. Dept. (for- merly Union Village Academy).....	237 25	100 00	337 25
Griffith Inst. (formerly Springville Acad'y), Groton Academy and Union School.....	657 00	.....	657 00
.....	705 00	.....	705 00
Halfmoon Academy.....	40 00	.....	40 00
Hamburgh Union School, Acad. Dept.....	855 00	.....	355 00
Hamilton Academy.....	686 50	.....	686 50
Hamilton Female Seminary.....	250 00	.....	250 00
Hartwick Seminary.....	262 00	.....	262 00
Haverling Union School, Acad. Dept.....	250 00	.....	250 00
Herkimer Academy.....	150 00	.....	150 00
Hobart Hall Institute.....	215 00	.....	215 00
Holley Union School, Acad. Dept.....	195 00	60 00	255 00
Hornell Free Academy.....	250 00	.....	250 00
Hubbardsville Academy.....	100 00	.....	100 00
Hudson Academy.....	150 00	.....	150 00
Hungerford Collegiate Institute.....	1,191 51	.....	1,191 51
Huntington Union School, Acad. Dept....	105 00	.....	105 00
Ilion Union School, Acad. Dept.....	.....	250 00	250 00
Ingham University, Acad. Dept. (formerly Le Roy Female Seminary and Ingham Collegiate Institute).....	1,025 00	.....	1,025 00

SCHEDULE No. 8 — (Continued).

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before January, 1877.	In January, 1877.	Total.
Ithaca Academy.....	\$976 87	.....	\$976 87
Ives Seminary (formerly Antwerp Liberal Literary Institute).....	476 00	.....	476 00
Jamestown Academy.....	250 00	.....	250 00
Jamestown Union School and Collegiate Institute	500 00	... ..	500 00
Jefferson Academy.....	500 00	.....	500 00
Jefferson County Institute (now Watertown High School, and formerly Black River Literary and Religious Institute).....	705 00	.....	705 00
Johnstown Union School (formerly Johns- town Academy).....	965 00	.....	965 00
Jonesville Academy	125 00	.....	125 00
Jordan Academy.....	779 50	.....	779 50
Keeseville Academy.....	155 00	.....	155 00
Kinderhook Academy	400 00	.....	400 00
Kingsborough Academy.....	448 38	.....	448 38
Kingston Academy.....	660 00	.....	660 00
Knoxville Academy.....	118 00	.....	118 00
Lansingburgh Academy.....	322 00	.....	322 00
Lawrenceville Academy.....	125 00	.....	125 00
Leavenworth Institute	850 77	.....	850 77
Le Roy Academic Institute	250 00	.....	250 00
Liberty Normal Institute.....	25 00	.....	25 00
Lisle Union School, Acad. Dept.....	40 00	\$25 00	65 00
Livingston High School (now Geneseo Academy, which see).....	.....	.....	.....
Lockport Union School, Acad. Dept.....	502 62	.....	502 62
Lowville Academy	799 42	.....	799 42
Lyons Union School, Acad. Dept.....	874 70	.....	874 70
Macedon Academy.....	470 00	...	470 00
Manlius Academy	200 75	.....	200 75
Marion Collegiate Institute.....	712 99	.....	712 99
Marshall Seminary of Easton	27 42	.....	27 42
Massena Union School, Acad. Dept.....	200 00	.....	200 00
Mayville Union School (formerly Mayville Academy).....	551 25	.....	551 25
Mechanicville Academy.....	145 00	.....	145 00
Medina Free Academy.....	331 05	.....	331 05
Mendon Academy.....	150 00	.....	150 00
Mexico Academy (formerly Rensselaer Os- wego Academy).....	1,199 05	.....	1,199 05
Middlebury Academy	351 40	.....	351 40
Millville Academy.....	250 00	.....	250 00
Monroe Academy.....	181 00	.....	181 00
Montgomery Academy.....	115 00	.....	115 00
Monticello Academy.....	58 63	.....	58 63
Moravia Institute and Union School.....	533 00	.....	533 00
Mount Morris Union School, Acad. Dept..	413 00	.....	413 00
Mount Pleasant Academy.....	930 00	.....	930 00
Munro Collegiate Institute.....	680 00	.....	680 00
Naples Academy.....	648 70	.....	648 70
Nassau Academy.....	87 50	.....	87 50
Newark Union School and Academy.....	800 70	.....	800 70
New Berlin Academy.....	156 11	.....	156 11
New Paltz Academy.....	289 51	.....	289 51
New York Conference Seminary.....	611 00	.....	611 00

SCHEDULE No. 8 — (*Continued*).

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before January, 1877.	In January, 1877.	Total.
Nichols Union School, Acad. Dept.....	\$26 00	.....	\$26 00
North Granville Ladies' Seminary.....	671 25	.....	671 25
North Salem Academy.....	67 00	.....	67 00
Norwich Academy.....	1,080 00	.....	1,080 00
Nunda Literary Inst. and Nunda Academy, Oakwood Semin'y (formerly Friends' Acad- emy, which see).....	520 00	.....	520 00
Ogdensburgh Academy.....	375 00	.....	375 00
Olean Academy.....	78 00	.....	78 00
Oneida Seminary.....	263 71	.....	263 71
Oneida Conference Seminary.....	1,500 00	.....	1,500 00
Oneida Institute.....	250 00	.....	250 00
Onondaga Academy.....	320 65	.....	320 65
Ontario Female Seminary.....	987 00	.....	987 00
Oswego High School.....	232 16	.....	232 16
Ovid Academy.....	425 15	.....	425 15
Oswego Free Academy.....	891 86	.....	891 86
Oxford Academy.....	*750 00	.....	750 00
Packer Collegiate Institute.....	1,750 00	.....	1,750 00
Palmyra Classical and Union School.....	500 00	\$250 00	750 00
Parma Institute.....	200 00	.....	200 00
Peekskill Academy.....	628 00	.....	628 00
Penn Yan Academy.....	250 00	.....	250 00
Perry Academy and Union School.....	150 00	48 00	198 00
Phelps Union and Classical School.....	42 50	.....	42 50
Phipps Union Seminary.....	518 00	.....	518 00
Phoenix Union School, Acad. Dept.....	.....	100 00	100 00
Pike Seminary (formerly Genesee Confer- ence Seminary).....	497 83	.....	497 83
Plattsburgh Academy.....	250 00	.....	250 00
Port Byron Free School and Academy.....	557 50	.....	557 50
Port Jervis Union School, Acad. Dept.....	310 00	.....	310 00
Poughkeepsie Female Academy.....	758 49	.....	758 49
Princeton Academy.....	250 00	.....	250 00
Prospect Academy.....	250 00	.....	250 00
Pulaski Academy.....	200 00	.....	200 00
Randolph Acad. Association (now Cham- berlain Institute, which see).....	.....	.....	.....
Red Creek Un. Academy (now Red Creek Union Seminary, which see).....	.....	.....	.....
Red Creek Union Seminary.....	578 00	.....	578 00
Red Hook Academy.....	50 00	.....	50 00
Rensselaerville Academy.....	65 00	.....	65 00
Rensselaer Institute (now Rensselaer Poly- technic Institute).....	500 00	.....	500 00
Rensselaer Oswego Academy (now Mexico Academy, which see).....	.....	.....	.....
Rhinebeck Academy.....	375 00	.....	375 00
Rhinebeck Free Academy.....	250 00	.....	250 00
Richburgh Academy.....	66 18	.....	66 18
Riga Academy.....	400 00	.....	400 00
Rochester Collegiate Institute (No. 1).....	750 00	.....	750 00
Rochester Free Academy.....	250 00	250 00	500 00
Rochester High School (No. 1).....	500 00	.....	500 00
Rogersville Union Seminary.....	150 00	.....	150 00

* \$250 by special law in 1864.

SCHEDULE No. 8 — (Continued).

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before Janu- ary, 1877.	In January, 1877.	Total.
Rome Academy and Union School.....	\$775 00	.....	\$775 00
Rural Seminary	250 00	.....	250 00
Rushford Academy.....	855 00	.....	855 00
Rushville Union School, Academic Dept. ....	.....	\$100 00	100 00
Rutgers Female Institute	250 00	.....	250 00
Sag Harbor Institute.	125 00	.....	125 00
St. Lawrence Academy	543 00	.....	543 00
Sand Lake Academy	175 00	.....	175 00
Sandy Hill Union School, Academic Dept.	220 00	.....	220 00
Saratoga Springs Union School Acad. Dept.	180 00	.....	180 00
Sauquoit Academy	247 94	.....	247 94
Schenectady Lyceum and Academy.....	142 00	.....	142 00
Schenectady Union Classical Institute, (for- merly Schenectady Union School, Acad. Department)	250 00	100 00	350 00
Schoharie Academy and Union School....	654 48	65 89	719 87
Schuylerville Academy	197 16	.....	197 16
Seneca Falls Academy	239 50	.....	239 50
Seward Female Seminary	100 00	.....	100 00
Sherburne Union School, Academic Dept.	219 50	75 00	294 50
Sherman Union School, Academic Dept.	100 00	100 00	200 00
Sodus Academy	269 25	.....	269 25
Spencer Union School, Academic Depart.	71 00	.....	71 00
Spencertown Academy	256 80	.....	256 80
Springville Academy (now Griffith Insti- tute, which see).....	.....	.....	.....
Starkey Seminary	1,150 05	.....	1,150 05
Stillwater Seminary.....	826 00	.....	826 00
Susquehanna Seminary	200 00	.....	200 00
Syracuse Academy	456 00	.....	456 00
Syracuse High School	750 00	.....	750 00
Ten Broeck Free Academy... ..	750 00	.....	750 00
Troy Academy.....	480 60	.....	480 60
Troy Female Seminary.....	1,476 41	.....	1,476 41
Troy High School.....	725 00	.....	725 00
Trumansburgh Academy	461 00	.....	461 00
Unadilla Academy.....	159 60	.....	159 60
Union Academy of Belleville (formerly Union Literary Society).....	879 19	.....	879 19
Union Village Academy (now Greenwich Union School, Acad. Dept., which see), .....	.....	.....	.....
Vestal Academy	1,181 00	.....	1,181 00
Vestal Female Academy	150 00	.....	150 00
Vernon Academy and Union School.. ..	565 00	50 00	615 00
Wallkill Academy.....	830 00	.....	830 00
Walton Academy and Union School.....	520 50	50 00	570 50
Walworth Academy	545 00	60 00	605 00
Warrensburgh Academy.....	44 56	.....	44 56
Warsaw Union School, Academic Depart.	520 00	.....	520 00
Warwick Institute.....	119 50	.....	119 50
Washington Academy	726 00	.....	726 00
Washington County Seminary (now Fort Edward Col. Inst., which see), .....	.....	.....	.....
Waterford Academy.....	100 00	.....	100 00
Waterford Union School, Academic Dept.	100 00	.....	100 00
Waterloo Academy and Union School	289 25	.....	289 25
Waterville Union School, Academic Dept.	159 16	98 00	257 16

SCHEDULE No. 8 — (Continued).

NAMES OF ACADEMIES.	AMOUNTS APPORTIONED.		
	Before January, 1877.	In January, 1877.	Total.
Waverly Institute	\$499 00	\$95 38	\$594 38
Weedsport Union School, Academic Dept.	264 00	.....	264 00
Westfield Academic and Union School....	1,080 00	.....	1,080 00
West Winfield Academy.....	830 00	.....	830 00
Whitehall Academy	179 00	.....	179 00
Whitesboro' Academy	100 00	.....	100 00
Whitestown Seminary.. . . .	1,279 00	.....	1,279 00
Whitney's Point Union School, Acad. Dept.	160 88	.....	160 88
Wilson Col. Inst. and Union School	771 51	.....	771 51
Windsor Academy	167 00	.....	167 00
Woodhull Academy	253 79	.....	253 79
Yates Academy	520 50	.....	520 50
Yates Union School, Academic Department,	106 00	87 00	193 00
	\$133,985 88	\$3,000 00	\$135,985 38
From which deduct, returned by:			
Riga Academy, 1854		\$200 00	
North Salem Academy, 1855.....		17 00	
Brookfield Academy.....		175 00	
Genesee Wesleyan Seminary, 1863.....		16 00	
Medina Academy, 1868		25 00	
Cherry Valley Academy, 1864.....		250 00	
Oneida Seminary (part not drawn).....		52 46	735 46
			\$135,199 92

SUMMARY.

	Amount of moneys raised by academies.	Amount of apportionments by the Regents.	Total.
In the year 1835.....	\$1,852 00	\$1,852 00	\$3,704 00
do 1836.....	1,183 00	1,183 00	2,366 00
do 1837.....	2,110 00	2,110 00	4,220 00
do 1838.....	2,475 00	2,475 00	4,950 00
do 1839.....	4,049 15	4,049 15	8,098 30
do 1840.....	3,597 14	3,597 14	7,194 28
do 1841.....	4,837 00	4,837 00	8,674 00
do 1842.....	3,373 00	3,373 00	6,746 00
do 1843.....	1,455 88	1,455 88	2,911 76
do 1844.....	3,423 03	3,423 03	6,846 06
do 1845.....	1,861 00	1,861 00	3,722 00
do 1846.....	2,708 50	2,708 50	5,417 00
do 1847.....	2,602 88	2,602 88	5,204 76
do 1848.....	2,900 27	2,900 27	5,800 54
do 1849.....	1,534 60	1,534 60	3,069 20
do 1850.....	2,979 45	2,979 45	5,958 90
do 1851.....	2,532 31	2,532 31	5,064 62
do 1852.....	2,669 65	2,669 65	5,339 30
do 1853.....	3,119 00	3,119 00	6,238 00
do 1854.....	2,926 07	2,926 07	5,852 14
do 1855.....	2,500 00	2,500 00	5,000 00
do 1856.....	2,452 21	2,452 21	4,904 42
do 1857.....	2,712 85	2,712 85	5,425 70
do 1858.....	4,240 21	4,240 21	8,480 42
do 1859.....	2,798 22	2,798 22	5,596 44
do 1860.....	2,500 00	2,500 00	5,000 00
do 1861.....	2,500 00	2,500 00	5,000 00
do 1862.....	2,500 00	2,500 00	5,000 00
do 1863.....	5,500 00	5,500 00	11,000 00
do 1864.....	3,000 00	3,000 00	6,000 00
do 1865.....	3,291 00	3,291 00	6,582 00
do 1866.....	3,000 00	3,000 00	6,000 00
do 1867.....	3,000 00	3,000 00	6,000 00
do 1868.....	3,000 00	3,000 00	6,000 00
do 1869.....	5,500 00	5,500 00	11,000 00
do 1870.....	4,444 46	4,444 46	8,888 92
do 1871.....	3,755 54	3,755 54	7,511 08
do 1872.....	4,552 46	4,552 46	9,104 92
do 1873.....	5,643 92	5,643 92	11,287 84
do 1874.....	3,356 08	3,356 08	6,712 16
do 1875.....	6,000 00	6,000 00	12,000 00
do 1876.....	3,000 00	3,000 00	6,000 00
do 1877.....	3,000 00	3,000 00	6,000 00
Totals	\$135,935 38	\$135,935 38	\$271,870 76

The Regents are in possession of testimony, duly authenticated, showing that the whole of the foregoing amount has been devoted to the purchase of books and apparatus, with the following exceptions:

Of the moneys raised and granted in the year

1835,	there is unaccounted for.....	None.
1836,	do do	\$217.16.
1837,	do do	None.
1838,	do do	None.
1839,	do do	None.
1840,	do do	\$133.56.
1841,	do do	None.
1842,	do do	\$11.00.
1843,	do do	None.
1844,	do do	\$100.00.
1845,	do do	None.
1846,	do do	None.
1847,	do do	None.
1848,	do do	\$2.70.
1849,	do do	None.
1850,	do do	None.
1851,	do do	None.
1852,	do do	None.
1853,	do do	None.
1854,	do do	None.
1855,	do do	\$250.00.
1856,	do do	None.
1857,	do do	None.
1858,	do do	None.
1859,	do do	None.
1860,	do do	None.
1861,	do do	None.
1862,	do do	None.
1863,	do do	None.
1864,	do do	None.
1865,	do do	\$15.25.
1866,	do do	None.
1867,	do do	\$5.85.
1868,	do do	75.00.
1869,	do do	70.00.
1870,	do do	None.
1871,	do do	None.
1872,	do do	None.
1873,	do do	\$120.00.
1874,	do do	None.
1875,	do do	\$250.00.
1876,	do do	107.30.

But as the amounts have been suspended from the annual apportionments to the delinquent academies, or will hereafter be accounted for, the State sustains no loss.

SCHEDULE No. 9.

Summary of text-books used in the several academies during the academic years 1865-75 (omitting those not reported for four years past). [For the subjects studied in each academy during 1867-68, and generally the same during succeeding years, see *Eighty-second Annual Report of the Regents* (1869), pages 498-589.]

ELEMENTARY STUDIES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
<i>Arithmetic.</i>											
1. Adams.....	1	1	1	1	1	1	.....	.....	1	.....	.....
2. Appleton.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....
3. Colburn.....	5	.....	2	2	2	1	1	.....	.....	1	.....
4. Crittenden.....	1	1	1	.....	1	.....	1	.....	1	.....	.....
5. Davies.....	58	45	50	37	81	82	37	30	26	23	18
6. Eaton.....	1	1	2	2	2	8	2	1	1	1	1
7. Felter.....	2	2	2	2	3	3	3	3	5	1	2
8. French.....	.....	.....	1	1	5	4	2	.....	2	3	5
9. Greenleaf.....	18	15	18	11	6	5	3	2	3	5	3
10. Hagar.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1	.....
11. Olney.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
12. Peck.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
13. Quackenbos.....	.....	.....	8	8	6	7	7	5	4	4	4
14. Ray.....	1	1	1	.....	1	1	1	1	1	1	.....
15. Robinson.....	116	120	138	135	142	142	148	155	161	167	151
16. Stoddard.....	10	7	8	6	7	9	8	9	9	7	7
17. Thomson.....	39	28	25	12	8	3	4	3	10	22	22
18. Walton.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....
19. White.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	4
<i>Book-keeping.</i>											
1. Bowen.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
2. Bryant and Stratton.....	56	77	83	83	82	99	102	101	108	113	120
3. Crittenden.....	2	1	.....	.....	1	1	.....	1	1	1	.....
4. Ellsworth.....	.....	.....	.....	.....	1	2	1	.....	4	3	.....
5. Folsom.....	.....	.....	.....	.....	.....	.....	.....	1	2	2	3
6. Fulton and Eastman.....	64	61	53	39	38	27	24	25	23	26	23
7. Hanaford and Payson.....	10	5	6	5	1	3	2	4	2	2	1
8. Hitchcock.....	1	.....	.....	.....	.....	.....	.....	.....	1	1	1
9. Mayhew.....	18	15	18	11	13	10	9	9	8	11	10
10. Oral lessons.....	2	1	1	2	.....	.....	1	.....	.....	1	.....
11. Packard.....	.....	.....	.....	.....	1	1	2	1	3	4	2
12. Palmer.....	2	3	3	.....	.....	.....	2	.....	2	1	1
13. Payson and Dunton.....	14	10	10	9	13	12	13	12	12	10	9
14. Potter and Hammond.....	6	4	4	2	3	2	2	4	1	2	2
15. Powell.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
16. Smith.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....
17. Smith and Martin.....	.....	1	2	1	1	2	3	1	.....	.....	1
<i>Commerce, Manual of.</i>											
1. Browne.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	.....
<i>English Grammar.</i>											
1. Brown.....	72	66	75	61	62	58	62	54	51	56	55
2. Bullions.....	24	20	26	30	30	35	30	35	35	28	20
3. Clark.....	55	56	58	53	45	34	36	34	34	34	33
4. Fewsmith.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
5. Fowler.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1
6. Greene.....	13	9	7	13	12	12	17	21	25	26	27
7. Hart.....	1	1	2	1	1	1	1	.....	1	1	5

SCHEDULE No. 9—(Continued).

ELEMENTARY STUDIES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
8. Harvey.....	...	...	...	...	...	1	1	3	4	5	8
9. Kerl.....	13	26	30	28	28	32	34	39	50	46	47
10. Lectures.....	...	...	...	...	...	...	...	1	1	...	1
11. Norton.....	1	1	2	4	4	3	8	1	3	4	...
12. Pinneo.....	2	2	1	1	1	1	1	4	1	1	...
13. Quackenbos	25	25	29	26	17	20	17	16	11	11	13
14. Sanders.....	...	...	...	...	1	...	...	1	...	...	1
15. Smith.....	3	3	1	...	...	1	1	1	2	...	1
16. Swinton.....	...	...	...	...	...	...	...	...	5	12	23
17. Tanock.....	...	...	...	...	...	...	...	...	1	...	...
18. Weld.....	17	13	14	10	10	6	7	6	5	3	5
<i>Geography.</i>											
1. Brocklesby.....	...	...	...	...	...	...	...	1	...	...	...
2. Colton .....	...	12	8	7	6	3	5	9	17	23	14
3. Colton and Fitch.....	36	20	14	8	8	8	7	3	7	3	...
4. Cornell.....	22	18	11	9	10	15	19	21	17	17	10
5. Davies .....	...	...	...	...	...	...	...	...	1	...	...
6. Guyot.....	4	13	30	35	37	33	31	27	36	44	...
7. Hall .....	...	...	...	...	...	...	...	...	3	3	31
8. Lectures.....	...	...	...	...	...	...	...	...	2	2	2
9. McNally (see Monteith) ..	116	120	129	102	86	86	79	84	75	74	67
10. Mitchell.....	30	29	25	15	10	12	14	8	6	7	4
11. Monteith (Monteith and McNally)	11	8	21	25	31	27	25	24	25	37	33
12. Olney.....	1	1	...	...	...	...	...	...	2	1	...
13. Ritter.. ..	1	2	1	...	...	1	1	1	...	...	...
14. Steinwehr .....	...	...	...	...	...	...	...	1	...	...	1
15. Swinton .....	...	...	...	...	...	...	...	...	...	...	5
16. Warren.....	80	84	44	40	60	63	63	59	61	64	47
<i>Pronunciation.</i>											
1. Sanders.....	1	...	...	...	...	1	1	1	1	...	1
2. Smart.....	...	...	...	...	...	...	1	1	2	2	1
3. Walker	1	...	...	1	1	1	2	2	1	1	1
4. Webster	169	167	175	159	140	155	156	156	159	166	161
5. Worcester	29	26	31	31	30	22	28	27	24	27	33
<i>Reading.</i>											
1. Anderson .....	...	...	...	...	...	1	4	8	15	15	10
2. Barnes.....	...	...	...	...	...	...	...	11	...	...	...
3. Bible .....	...	1	1	2	1	1	1	1	1	1	9
4. Cathcart.....	...	...	...	...	...	...	...	...	...	5	...
5. Cole.....	...	...	...	...	...	...	...	...	1	1	1
6. Cowper.....	...	...	...	...	...	...	...	1	1	1	1
7. Dickens.....	...	...	...	...	...	...	...	...	1	1	2
8. Edwards.....	...	...	1	5	18	26	29	34	40	41	41
9. Franklin.....	...	...	...	...	...	...	...	...	...	1	...
10. Hilliard	3	4	5	3	3	6	5	3	5	2	3
11. Jelliffe.....	...	...	...	...	...	...	...	...	...	1	3
12. Holbrook.....	...	...	...	...	1	1	1	1	1	1	1
13. Howe.....	4	...	2	...	1	...	...	1	...	2	1
14. Lossing.....	...	...	...	...	...	...	...	...	...	1	2
15. McGuffey.....	1	1	1	1	1	1	1	1	1	1	2
16. Mandeville.....	...	...	...	...	...	...	1	...	1	1	1
17. Maynard.....	...	...	...	...	...	...	...	1	...	...	1
18. Milton.....	2	2	2	2	2	1	...	1	2	...	...

SCHEDULE No. 9 — (Continued).

ELEMENTARY STUDIES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
19. Monroe.....							1	4	...	12	18
20. Parker and Watson.....	102	107	107	83	80	75	68	65	18	49	51
21. Potter								1	50	1	....
22. Quackenbos.....								1	...	...	....
23. Randall (Mrs.)			1	1	...	6	9	10	15	16	20
24. Sanders	74	74	80	81	70	68	75	61	56	50	42
25. Sargent.....	1	1	1	4	4	4	...	1	...	...	1
26. Shakespeare	2	2	1	3	5	6	2	4	4	8	3
27. Sheldon										1	4
28. Swinton										1	1
29. Town	5	8	1	...	1	1	1	1	1	1	1
30. Watson								4	6	8	6
31. Warren								1	1	1	2
32. Webb	1	1	2	...	2	3	...	2	2	1	2
33. Wiley					8	8	2	2	2	1	...
34. Wilson	20	10	11	6	7	8	10	6	6	8	4
<i>Penmanship.</i>											
1. Babbittonean				9	19	12	9	7	6	2	1
2. Bryant and Stratton.....					1	2	...	1	...	1	....
3. Copies by teacher								3	2	5	....
4. Eastman.....			1	1	3	2	1	...	2	2	....
5. Eclectic Series										1	1
6. Elliott.....							1	1	...		....
7. Ellsworth			3	1	...	2	1	1	2	2	2
8. Harpers' Series.....			1	3	1	3	2	1	2	1	....
9. Henderson.....									1	...	1
10. Lockwood									1	...	....
11. Natural System						1	1	1	...	1	....
12. Payson, Dunton & Scribner			43	43	42	38	43	40	39	31	39
13. Potter and Hammond.....			10	5	9	8	7	5	2	1	....
14. Spencer			125	106	89	97	104	112	121	134	137
15. Warren and Edwards.....								1	...	1	....
<i>Phonography.</i>											
1. Ellsworth								1	...		....
2. Graham							1	5	3	3	3
3. Munson									2	...	....
4. Pitman							1	1	2	3	3
MATHEMATICS.											
<i>Algebra.</i>											
1. Brooks									1	1	....
2. Davies (and Davies' Bourdon).....	50	49	49	34	31	29	30	21	20	18	21
3. Eaton							1	1	1	1	1
4. Greenleaf.....	9	4	5	5	4	7	4	4	4	5	5
5. Loomis.....	5	2	3	3	3	4	6	9	8	9	6
6. Olney							1	3	4	3	9
7. Perkins	1								2	...	....
8. Ray	1	1	1	1	1	2	1	1	1	1	1
9. Robinson	152	156	167	154	154	156	156	169	170	179	181
10. Schuyler											1
11. Stoddard and Henkle....	4	3	3	2	3	1	...	1	1	...	....
12. Wilson								1	1	...	1

SCHEDULE No. 9 — (Continued).

ELEMENTARY STUDIES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
<i>Astronomy.</i>											
1. Brocklesby	14	11	16	9	6	5	6	3	1	1	2
2. Burritt	49	51	48	24	21	12	8	10	7	8	7
3. Cambridge course.....	.....	..	.....	1	3	2	1	1	1	.....	1
4. Hooker .....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
5. Jackson .....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
6. Kiddle	1	.....	.....	8	8	10	18	15	12	11	10
7. Lectures.....	2	.....	.....	.....	2	1	1	.....	1	2	.....
8. Lockyer .....	.....	.....	.....	.....	.....	7	8	20	19	33	27
9. Loomis	8	3	4	9	5	6	18	6	4	4	2
10. Mattison	53	44	44	27	17	15	9	12	4	3	4
11. McIntyre .....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....
12. Mitchell	2	.....	2	2	2	1	2	.....	1	.....	.....
13. Olmsted (and Snell's Olmsted)	11	12	10	6	5	4	3	2	2	1	1
14. Ray .....	.....	.....	.....	.....	.....	2	.....	2	1	1	1
15. Robinson ..	1	5	.....	8	8	2	1	2	1	2	1
16. Rolfe and Gillet.....	.....	.....	5	12	15	14	11	16	18	10	11
17. Smith	9	11	10	4	2	4	3	.....	.....	1	1
18. Spoor .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	4
19. Steele .....	.....	.....	1	16	29	39	33	33	43	45	33
<i>Calculus.</i>											
1. Church.....	1	1	1	.....	.....	.....	1	2	1	2	.....
2. Davies	3	6	3	1	1	3	3	2	.....	.....	2
3. Loomis.....	6	3	5	4	4	5	6	6	2	3	2
4. Olney .....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
5. Robinson	1	1	2	2	3	1	2	2	1	1	2
<i>Conic Sections.</i>											
1. Davies	5	4	2	...	1	4	2	3	.....	.....	1
2. Jackson	2	2	1	1	1	.....	1	1	.....	1	2
3. Loomis	6	9	9	7	6	4	7	8	7	6	5
4. Olney .....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
5. Robinson	2	2	2	3	4	5	9	4	4	2	3
<i>Engineering.</i>											
1. Davies	3	5	4	3	2	4	6	6	3	4	5
2. Exercises .....	.....	.....	1	.....	4	1	1	1	1	1	.....
3. Gillespie.....	6	5	6	4	5	2	3	4	1	3	3
4. Hencks .....	.....	.....	.....	.....	.....	.....	1	1	1	2	1
5. Loomis	3	1	.....	.....	.....	.....	2	4	2	3	.....
6. Mahan	3	2	4	1	1	1	1	.....	1	1	.....
7. Robinson ...	1	1	.....	1	1	3	1	2	2	2	1
<i>Geometry.</i>											
1. Bradbury .....	.....	.....	.....	.....	.....	.....	.....	1	2	2	3
2. Brooks .....	.....	.....	.....	.....	.....	1	1	1	1	1	.....
3. Chauvenet .....	.....	.....	.....	.....	.....	2	1	1	1	2	3
4. Davies	130	124	134	112	101	102	103	107	101	100	103
5. Dictation .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
6. Euclid (Playfair's and Todhunter's).....	2	3	2	1	4	3	4	1	2	2	2
7. Greenleaf.....	3	3	2	2	3	6	4	4	4	4	3
8. Hunter .....	.....	.....	.....	.....	.....	.....	.....	4	1	2	.....
9. Loomis	23	22	19	18	24	26	29	26	24	30	30
10. Olney .....	.....	.....	.....	.....	.....	.....	.....	1	4	5	13
11. Robinson.....	27	35	41	37	43	43	46	24	51	50	47

SCHEDULE No. 9 — (Continued).

ELEMENTARY STUDIES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
<i>Geometry ; analytical and descriptive.</i>											
1. Church.....	1	2	1	....	1	2	2	1	2	2	1
2. Davies	31	38	28	16	21	22	17	13	12	11	1
3. Loomis	8	4	6	2	6	7	6	6	8	6	18
4. Olney .....	....	....	....	....	....	....	....	....	....	2	4
5. Robinson	9	5	5	3	13	18	9	7	12	9	18
6. Warren.....	....	....	2	....	....	....	....	1	....	....	....
MATHEMATICS, NATURAL PHILOSOPHY, AND THEIR APPLICATIONS.											
<i>Natural Philosophy.</i>											
1. Balfour and Stewart.....	....	....	....	....	....	....	....	....	1	....	....
2. Cambridge Course .....	....	....	....	....	1	....	2	3	1	....	....
3. Cooley .....	....	....	....	4	6	5	6	10	14	20	20
4. Hooker	1	....	....	1	1	2	....	1	2	1	1
5. Johnson .....	....	....	....	....	....	....	....	....	....	1	....
6. Lectures.....	1	....	....	....	....	....	2	....	1	2	1
7. Norton .....	....	1	....	....	....	....	....	1	2	....	1
8. Olmsted	3	3	2	3	2	3	1	....	1	1	....
9. Parker	41	34	30	16	17	7	13	7	3	3	1
10. Peck's Ganot.....	25	25	36	28	21	19	15	20	16	17	15
11. Quackenbos	27	28	27	31	24	22	24	24	20	21	20
12. Rolfe and Gillet.....	....	....	3	11	15	20	15	18	19	19	18
13. Steele .....	....	....	....	3	18	31	43	50	56	72	82
14. Wells	103	93	106	80	62	64	61	53	51	46	34
15. Wilson .....	....	....	....	....	1	1	1	1	....	1	....
<i>Navigation.</i>											
1. Davies	10	11	10	9	5	4	3	3	4	2	2
2. Gillespie .....	....	....	....	....	....	....	....	....	....	1	1
3. Loomis	9	6	8	5	4	2	4	4	3	1	2
4. Robinson	3	....	5	3	7	12	10	7	3	3	9
<i>Perspective.</i>											
1. Clark .....	....	....	....	....	....	....	....	....	....	1	1
2. Chapman.....	....	....	....	....	....	....	....	....	....	1	1
3. Davies	4	4	4	2	4	....	3	....	3	1	1
4. Eaton .....	....	1	....	1	1	....	1	....	1	....	....
5. Gillespie.....	1	....	....	....	....	....	....	....	1	....	1
6. Hertzberg	1	1	1	....	1	1	1	1	1	1	....
7. Krusi.....	4	1	1	1	1	1	1	2	....	....	....
8. Meinriffs.....	....	....	....	....	....	1	1	1	1	1	....
9. Oral Lessons.....	1	4	3	4	3	4	2	4	1	2	....
10. Sperry .....	....	....	....	....	....	....	....	1	....	....	....
11. Smith.....	1	1	1	....	....	....	....	....	1	2	4
<i>Surveying and Leveling.</i>											
1. Bradbury.....	....	....	1	....	....	....	....	....	1	....	....
2. Davies	36	36	33	31	31	26	27	24	25	23	12
3. Exercises .....	....	....	....	....	....	....	....	1	1	....	....
4. Gillespie.....	20	19	17	12	12	13	12	2	9	11	12
5. Greenleaf	1	....	....	....	....	....	....	1	....	....	....
6. Gummere.....	2	2	1	1	1	2	1	1	2	1	1

SCHEDULE No. 9 — (Continued).

MATHEMATICS, NATURAL PHILOSOPHY AND THEIR APPLICATIONS.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
7. Lectures.....		1	1				1		1	1	1
8. Loomis.....	9	6	9	6	6	6	8	8	9	4	7
9. Olney.....											1
10. Pierce.....									1		
11. Robinson.....	15	11	12	19	18	25	24	8	12	15	16
<i>Technology.</i>											
1. Bigelow.....	1		1		2	1	1	1		1	1
2. Davies.....	1	1	1		1				1	1	
3. Lectures.....					1	1	1	1			
4. Loomis.....								1			
<i>Trigonometry.</i>											
1. Bradbury.....	1	1	1						1	1	1
2. Brooks.....									1		
3. Church.....								1			
4. Davies.....	70	74	78	72	56	57	60	53	48	52	44
5. Eaton.....										1	1
6. Gillespie.....	1	1	1	1			1	1			1
7. Greenleaf.....	8	2	2	2	1	2	2	1			2
8. Gummere.....	1	1	1	1	1	2	1	1	1	2	1
9. Loomis.....	11	9	10	8	8	9	10	15	12	12	15
10. Olmsted.....						1		1			
11. Olney.....								1	3	3	3
12. Robinson.....	21	21	32	28	33	34	33	31	29	23	25
ANCIENT LANGUAGES.											
<i>Greek Grammar.</i>											
1. Bullions.....	42	28	30	32	21	14	17	16	11	6	5
2. Crosby.....	48	46	37	29	28	29	34	27	28	21	18
3. Goodwin.....							12	19	35	51	57
4. Hadley.....	53	68	73	70	75	78	82	76	71	73	67
5. Hanson.....							1	1			
6. Harkness.....	8	10	15	18	17	16	10	9	3	5	3
7. Kendrick.....	3	5	6	10	6	3	3	6	3	3	2
8. Koehner.....											1
9. McClintock and Crook....	8	2		2	1		1	1	1	2	1
10. Morris.....					3	1			1	1	1
11. Sophocles.....	1								1		
12. Waddell.....					2	1	1	1			
<i>Latin Grammar.</i>											
1. Allen and Greenough....					4	2	8	20	21	37	48
2. Andrews and Stoddard ..	153	127	123	96	78	69	75	59	37	26	28
3. Anthon.....									1		
4. Arnold.....	5	8	1			1	5		1		
5. Bullions.....	24	11	16	19	17	18	11	14	6	7	8
6. Harkness.....	29	77	77	77	92	96	107	111	130	130	135
7. McClintock and Crook....	5	3		3	2		2	1	1	1	1
8. Morris.....			1	5	3	3	6	7	2	2	2
9. Smith.....	1			2	2		1		3	3	2
<i>Grecian Antiquities.</i>											
1. Allen.....	1	1	1	2	2	2	2	1	1		
2. Anthon.....	21	15	18	17	20	18	13	16	16	14	15
3. Arnold.....		1	1	3	1	1	1	1			

SCHEDULE No 9 — (Continued).

ANCIENT LANGUAGES.		NUMBER OF ACADEMIES.										
		1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
4.	Baird.....	1	.....	1	.....	1	.....	1	.....	8	2	.....
5.	Boise.....	.....	.....	.....	.....	.....	.....	.....	1	10	2	1
6.	Bojesen	5	4	3	4	2	3	1	3	4	2	2
7.	Fiske.....	.....	1	.....	1	1	.....	.....	1	.....	.....	1
8.	Lord .....	.....	.....	.....	.....	.....	1	1	1	.....	1	...
9.	Owen .....	.....	3	1	2	3	.....	.....	.....	2	1	2
10.	Salkeld .....	.....	.....	.....	.....	.....	.....	.....	1	.....	2	1
11.	Smith	5	4	3	6	9	7	13	12	13	13	12
12.	Swinton .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
Roman Antiquities.												
1.	Adams.....	2	2	3	5	2	2	1	2	.....	2	1
2.	Allen... ..	3	1	2	2	2	2	2	1	.....	3	2
3.	Andrews.....	.....	1	.....	1	3	3	3	6	3	2	.....
4.	Anthon.....	32	32	34	20	25	23	20	14	21	19	27
5.	Arnold... ..	.....	.....	2	1	1	1	.....	1	.....	.....	.....
6.	Baird.....	2	1	1	1	3	2	1	3	3	2	1
7.	Bojesen.....	4	6	5	2	3	4	1	1	4	2	2
8.	Brooks.....	.....	.....	.....	.....	.....	2	2	2	.....	.....	.....
9.	Cooper .....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	1
10.	Eschenberg	6	2	3	2	2	3	2	1	.....	.....	.....
11.	Fiske.....	.....	2	1	.....	1	2	1	2	.....	.....	.....
12.	Frieze.....	.....	.....	.....	1	1	.....	.....	2	1	.....	1
13.	Hanson .....	.....	.....	.....	.....	.....	.....	1	3	3	1	2
14.	Lectures.....	2	1	2	1	2	1	.....	1	.....	2	1
15.	Lord.....	.....	.....	.....	.....	.....	.....	1	1	.....	2	1
16.	Salkeld .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1
17.	Smith.....	11	10	6	5	7	10	15	14	14	16	17
18.	Stewart.....	.....	.....	.....	.....	.....	.....	.....	4	1	2	1
Mythology.												
1.	Allen.....	2	1	2	1	2	1	2	1	.....	1	1
2.	Andrews.....	5	5	3	2	1	6	4	4	2	2	1
3.	Anthon.....	26	22	17	19	13	17	21	13	14	15	15
4.	Arnold .....	.....	.....	1	1	.....	.....	.....	1	.....	.....	.....
5.	Baird.....	1	.....	1	2	3	1	3	2	2	.....	2
6.	Boyd.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
7.	Bulfinch.....	3	4	3	6	7	5	4	2	3	5	6
8.	Cox.....	.....	.....	.....	.....	.....	.....	1	1	1	1	1
9.	Dwight.....	9	5	5	5	4	6	3	3	2	6	3
10.	Eschenberg.....	4	1	2	1	1	4	2	1	.....	.....	.....
11.	Harkness.....	1	1	.....	.....	.....	2	2	.....	5	1	2
12.	Keightley.....	2	3	3	3	5	4	2	2	3	4	4
13.	Lectures... ..	2	.....	3	1	1	1	1	1	1	3	1
14.	Lord.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	1
15.	Murray.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2
16.	Robbins .....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
17.	Smith	6	6	3	1	2	2	5	7	4	5	5
18.	Tooke	1	1	.....	1	.....	.....	2	.....	1	.....	.....
19.	White.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2
MODERN LANGUAGES.												
French.												
1.	Ahn.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	5
2.	Bardt .....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....
3.	Cassel .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

SCHEDULE No. 9— (Continued).

MODERN LANGUAGES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
4. De Fivas.....	.....	1	1	1	1	2	2	1	.....	.....	.....
5. Fasquelle.....	153	148	150	121	108	102	97	84	81	82	64
6. Keetel.....	2	.....	.....	1	6	6	7	5	9	7	9
7. Knapp.....	4	5	3	4	3	3	1	4	2	...	1
8. Magill.....	.....	3	10	16	21	19	21	16	20	14	13
9. Manesca.....	3	2	3	.....	.....	1	.....	.....	1	1	1
10. Noel and Chapsal.....	4	2	6	6	4	2	4	1	2	2	2
11. Ollendorff.....	2	1	2	.....	1	1	2	1	2	1	1
12. Otto.....	2	4	5	9	5	9	10	16	26	25	27
13. Perrin.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2
14. Pinney and Arnoult.....	3	4	4	2	2	2	4	3	3	1	1
15. Potevin.....	1	1	1	1	2	.....	1	1	.....	1	3
16. Pujol and Van Norman..	8	8	5	8	7	5	8	7	6	6	.....
17. Robertson.....	4	4	3	3	3	1	2	3	2	.....	.....
German.											
1. Adler.....	4	4	3	2	4	1	2	2	.....	1	.....
2. Abn.....	15	11	10	11	14	16	11	12	20	25	18
3. Campbell.....	.....	.....	.....	.....	.....	1	3	1	3	.....	.....
4. Comfort.....	.....	.....	.....	.....	5	6	16	24	21	22	28
5. Evans.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
6. Keetel.....	.....	.....	.....	.....	.....	.....	4	4	3	3	2
7. Ollendorff.....	5	4	4	1	3	.....	.....	.....	1	1	.....
8. Otto.....	3	6	6	7	11	11	14	22	22	31	37
9. Peissner.....	7	6	3	4	4	5	1	2	2	1	3
10. Whitney.....	.....	.....	.....	.....	.....	1	4	2	6	5	6
11. Woodbury.....	81	76	74	64	67	58	53	44	44	32	35
12. Worman.....	.....	.....	3	13	21	13	14	15	12	19	16
Italian.											
1. Fontana.....	1	1	2	2	2	1	1	2	1	.....	1
2. Toscani.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Spanish.											
1. De Farno.....	.....	.....	.....	.....	1	2	1	.....	.....	.....	.....
2. Ollendorff.....	2	2	2	3	5	4	3	4	4	3	2
3. Robertson.....	.....	2	.....	.....	1	2	1	1	.....	.....	.....
4. Vingut.....	1	2	1	1	1	1	1	6	.....	.....	.....
NATURAL SCIENCES.											
Anatomy, Physiology and Hygiene.											
1. Browne.....	.....	.....	.....	.....	.....	.....	.....	1	4	6	4
2. Comings.....	3	1	2	2	2	2	1	2	2	1	2
3. Cutter.....	93	94	80	65	43	54	55	48	49	44	47
4. Dalton.....	.....	.....	.....	3	17	22	26	26	23	23	20
5. Draper.....	1	1	1	1	1	.....	.....	.....	1	1	.....
6. Gallup.....	.....	.....	.....	1	1	1	1	1	1	.....	.....
7. Hitchcock.....	12	13	13	19	18	18	16	12	9	8	7
8. Hooker.....	10	6	12	9	8	6	6	5	2	6	6
9. Huntington.....	.....	.....	.....	.....	.....	.....	1	1	1	1	.....
10. Hutchins (or Hutchinson)	.....	.....	.....	.....	.....	7	18	24	27	37	44
11. Huxley and Youmans...	.....	.....	3	3	6	6	2	3	3	2	2
12. Jarvis.....	1	4	9	13	16	15	15	10	8	9	4
13. Lambert.....	22	19	17	5	4	3	5	2	2	1	2
14. Lectures.....	6	3	5	3	10	5	5	4	7	6	6

SCHEDULE No. 9 — (Continued).

NATURAL SCIENCES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
15. Loomis.....	2	....	....	1	1	1	1	....	....	....	....
16. Martindale..	....	....	....	....	....	....	....	1	8	8	8
17. Steele.....	....	....	....	....	....	1	2	4	16	29	31
<i>Botany.</i>											
1. Gray	54	59	58	71	62	56	64	76	78	83	88
2. Henslow ..	....	....	....	....	....	....	....	....	1	....	....
3. Lectures ..	1	....	1	1	1	2	1	2	1	....	....
4. Lincoln (Mrs.)..	8	2	1	....	....	2	1	4	....	....	....
5. Oliver .....	....	....	....	....	....	....	....	1	....	1	....
6. Wood ..	88	69	80	60	59	61	57	50	45	44	47
7. Youmans (Miss).....	....	....	....	....	1	6	6	8	11	8	11
<i>Chemistry.</i>											
1. Barker .....	....	....	....	....	....	1	7	8	2	8	2
2. Cambridge Course ..	....	....	....	2	1	....	2	2	....	....	....
3. Cooke	1	1	1	....	....	1	1	1	1	....	1
4. Cooley .....	....	....	....	1	5	3	6	10	15	14	14
5. Elderhorst .....	....	....	....	....	....	2	1	1	1	....	....
6. Elliott and Storer.....	....	....	....	....	....	1	8	9	7	10	12
7. Fownes	1	2	1	....	....	2	1	....	....	....	....
8. Gray .....	....	....	....	....	....	....	....	....	....	....	1
9. Hooker.....	....	1	2	8	2	5	5	4	8	8	5
10. Lectures	2	1	2	....	....	3	5	....	1	....	....
11. Norton .....	....	....	....	....	....	....	1	....	1	....	....
12. Porter	19	21	24	19	15	14	11	9	9	10	6
13. Rolfe and Gillet.....	....	....	5	10	11	12	11	15	21	17	11
14. Roscoe .....	....	....	....	....	....	2	4	3	....	1	2
15. Steele .....	....	1	8	23	41	38	42	52	57	63	67
16. Wells	45	59	52	36	25	32	31	22	10	10	12
17. Wilson .....	....	....	1	....	....	....	1	2	2	1	....
18. Youmans	26	32	30	15	22	15	14	8	7	9	12
<i>Geology.</i>											
1. Barber .....	....	....	....	....	....	....	....	....	....	2	....
2. Dana	15	28	24	32	26	24	20	29	30	44	52
3. Hitchcock	25	26	16	21	20	14	14	9	6	4	8
4. Hooker.....	....	....	2	8	2	5	6	3	2	4	1
5. Lectures.....	2	1	3	....	....	4	4	7	4	1	2
6. Loomis	1	....	1	1	....	....	1	....	....	....	....
7. Lyell	1	....	....	....	....	....	1	1	1	....	....
8. Nicholson .....	....	....	....	....	....	....	1	1	....	....	....
9. Steele .....	....	....	....	....	1	....	16	17	34	28	31
10. St. John .....	....	....	2	....	....	13	....	1	....	....	....
11. Tenney	5	4	5	2	3	3	5	5	5	4	2
12. Warren	1	2	1	....	....	....	....	....	1	....	....
13. Wells	19	15	15	11	9	12	6	5	5	8	8
<i>Meteorology.</i>											
1. Brocklesby	8	1	3	2	3	1	2	....	....	1	1
2. Dana	1	1	....	....	2	....	1	....	....	1	2
3. Guyot .....	....	....	....	....	....	....	....	....	....	1	1
4. Lectures	1	1	....	....	3	2	....	2	3	4	....
5. Loomis .....	....	1	....	1	....	1	2	1	3	2	2
6. Quackenbos.....	....	....	....	....	....	....	....	....	....	1	1
7. Steele .....	....	....	....	1	1	2	1	....	1	4	2
8. Warren.....	4	4	1	2	....	1	2	1	2	1	3
9. Wells	6	7	4	2	1	2	2	2	....	....	2

SCHEDULE No. 9 — (Continued).

NATURAL SCIENCES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
<i>Mineralogy.</i>											
1. Dana	12	7	10	9	10	7	13	11	2	13	13
2. Hooker		1		1	3	5	3	2	1	3	1
3. Lectures	1	2		1	2	3		1	1	2	
4. Steele				1		2	3	2	3	1	
5. Tenney									2	1	
6. Warren	1		1					1	1	1	
7. Wells	2								1		
<i>Natural History.</i>											
1. Ackerman										1	1
2. Agassiz and Gould						1	2	3		1	
3. Anderson							1			1	
4. Hooker	8	6	7	7	14	16	16	15	11	19	18
5. Lectures	4	3	2		5	4	2	3	3	6	4
6. Morse											1
7. Smellie	8	4	4	2		4		1	2	1	
8. Tenney	1	3	3	4	8	5	6	9	6	9	9
9. Ware's Smellie	2	2	2		3		3	1		1	
<i>Zoology.</i>											
1. Agassiz and Gould	9	7	5	2	5	4	6	7	5	6	4
2. Chambers			2	2	1	1	1	1	1	1	1
3. Dana	1	1						1			
4. Hitchcock	1	1	1	1	1	1	1	1		1	1
5. Hooker		1	3	3	3	3	7	4	5	5	9
6. Lectures	4		4		2	3	3	2	4	2	
7. Morse											3
8. Nicholson							1	1	2	1	2
9. Tenney		3	2	1	5	4	3	4	5	7	6
10. Warren	1									1	
MORAL, INTELLECTUAL AND POLITICAL SCIENCES.											
<i>Criticism (Elements).</i>											
1. Boyd					1	2	1		1	1	
2. Kames	43	46	36	28	30	23	28	20	21	27	26
3. Lamson										1	1
4. Lectures	3	2	2	4	2	3	3	2	4	2	3
5. Trench						1	1	1	1	1	
<i>Christianity (Evidences).</i>											
1. Alexander	8	6	7	4	5	4	2	2	3	2	3
2. Butler	7	4	4	6	2	4	5	2	2	2	
3. Hopkins	10	7	8	8	10	10	10	10	7	9	7
4. Lectures	1	1	3	5	2	3	5	3	3	4	2
5. McIlvaine										1	1
6. Paley	20	16	16	14	17	8	11	9	7	11	12
7. Porteus									1		
8. Potter							1	1			
9. Rawlinson										1	1
10. Whately					1				1		
<i>History (General).</i>											
1. Abbott							1	1	1		
2. Anderson			2	7	13	29	35	33	46	42	55

SCHEDULE No 9 — (Continued).

MORAL, INTELLECTUAL AND POLITICAL SCIENCES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
3. Barnes.....										1	1
4. Bloss.....	1	1	8	8	2	8	2	1	2	2	1
5. Chevalier.....								1			
6. Collier.....								1	1	2	
7. Dew.....	1	1	1				1	1	1		
8. Dictation.....								1			
9. Edwards (Miss).....	1							1	1		
10. Freeman.....								1	8	6	5
11. Goodrich.....	4	4	5	2	4	4	4	4	2	1	1
12. Hume.....	1						1	1			
13. Labberton.....						1	1	1	1	2	1
14. Lectures.....		1				2		1	4	4	2
15. Lenormand.....								1			1
16. Liddell.....		1	2	1			2	1	1		
17. Lord.....	1		1	8	2	6	6	8	8	2	1
18. Lossing.....								1			
19. Markham.....		2	1	8	4	4	8	8	8	1	
20. Ricord.....							1	1	1		
21. Robbins.....	12	14	1	2	8	8	2	1	4	3	3
22. Sewell.....	1	1	7	1	1		1		1	1	1
23. Smith.....		1	2	2	2	4	2	8	2	8	8
24. Swinton.....										16	22
25. Thalheimer.....							2	8	2	2	
26. Weber.....	7	4	8	8	2		1	2	1	8	1
27. Willard.....	13	12	10	11	4	7	5	8	1		
28. Willson.....	48	44	39	41	39	28	30	23	18	19	18
29. Woodbury.....									1		
30. Worcester.....	7	10	10	4	5	6	5	5	2	8	3
31. Yonge.....						1	2		2	1	
<i>History of the United States.</i>											
1. Abbott.....								1	1	1	
2. Anderson.....	2	2	8	14	25	39	42	46	51	60	59
3. Barnes.....						1	11	19	16	21	34
4. Berard.....	3	7	7	5	7	8	8	1		1	
5. Campbell.....							1	1	1	2	1
6. Goodrich (Seavey).....	27	21	22	20	16	18	16	11	9	10	5
7. Harper.....	1	1	1			1	1	8	5	6	8
8. Higginson.....										2	5
9. Lossing.....	31	26	28	17	21	20	18	19	17	15	18
10. Quackenbosa.....	27	36	34	32	31	22	21	18	21	17	9
11. Ridpath.....											1
12. Robinson.....											1
13. Scott's Manual.....				1	1	2	2	5	2	4	5
14. Seavey (see Goodrich).....											
15. Steele.....											2
16. Swinton.....							7	9	14	22	17
17. Venable.....								1	2	2	4
18. Willard.....	11	6	7	5	9	9	7	4	3	1	2
19. Willson.....	54	48	45	36	26	23	19	14	10	5	5
20. Worcester.....	1	3	1	1	1		1	1	2	1	1
<i>History of Literature.</i>											
1. Anderson.....									1		1
2. Angus.....									1	1	
3. Arnold.....									1		
4. Botta.....					1	1	2	1	6	1	1

SCHEDULE No. 9 — (Continued).

MORAL, INTELLECTUAL AND POLITICAL SCIENCES.	NUMBER OF ACADEMIES.										
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
5. Cleveland.....	18	17	14	14	17	15	14	7	8	2	....
6. Collier.....	....	....	....	1	2	5	7	6	5	7	6
7. Collins.....	....	....	1	1	1	1	....	....	1	....	2
8. Coppee.....	....	....	....	....	....	....	....	....	2	1	2
9. Day.....	....	....	....	....	....	....	....	....	....	....	1
10. Gilman.....	....	....	....	....	....	....	2	8	4	2	5
11. Hart.....	....	....	....	....	....	....	2	6	13	8	10
12. Hunt.....	....	....	....	....	....	1	....	....	2	2	....
13. Lectures.....	....	1	2	1	1	4	....	8	2	1	1
14. Lord.....	1	1	1	....	1	1	1	1	1	....	....
15. Reed.....	....	1	1	1	....	....	....	1	....	....	....
16. Schlegel.....	1	1	2	1	1	....	1	1	....	1	1
17. Shaw.....	9	11	16	15	18	35	22	24	30	47	52
18. Smith.....	....	....	....	....	....	....	2	8	3	1	1
19. Spaulding.....	8	4	2	3	8	2	....	1	1	1	....
20. Sprague.....	....	....	....	....	....	....	....	....	....	1	....
21. Strain.....	....	....	....	....	....	....	....	1	....	....	....
22. Swallow.....	....	....	....	....	....	....	1	....	....	3	....
23. Taine.....	....	....	....	....	....	....	....	....	1	....	1
24. Tuckerman.....	....	....	....	....	....	....	1	2	....	....	1
25. Underwood.....	....	....	....	....	....	....	....	1	....	....	2
<i>Law and Government.</i>											
1. Alden.....	....	1	7	19	17	12	8	12	12	11	14
2. Constitution (U. S.).....	1	....	....	....	....	....	....	....	1	3	2
3. Gillet.....	....	....	....	....	....	....	....	1	....	1	1
4. Jefferson.....	....	....	....	....	....	....	1	....	....	....	....
5. Lectures.....	2	4	4	3	....	4	8	2	4	5	3
6. Sheppard.....	1	2	1	....	....	1	....	....	1	....	....
7. Shurtleff.....	1	....	....	....	....	....	....	1	....	1	....
8. Story.....	1	1	2	....	....	....	1	....	....	....	....
9. Townsend.....	....	....	....	12	16	24	33	30	28	33	48
10. Wedgewood.....	....	....	....	....	....	....	....	....	....	1	....
11. Wilson.....	....	....	....	....	....	....	....	1	....	....	....
12. Woolsey.....	1	....	1	1	1	....	....	1	1	....	....
13. Young.....	51	55	45	34	20	24	17	9	11	15	19
<i>Logic.</i>											
1. Atwater.....	....	1	1	....	....	....	1	....	....	2	2
2. Boyd.....	....	1	1	....	....	....	....	....	2	1	1
3. Bowen.....	....	....	....	....	....	....	....	....	1	1	2
4. Coppee.....	6	7	5	8	5	5	3	4	4	5	4
5. Day.....	....	....	....	1	3	1	5	3	1	2	1
6. Jones.....	....	....	....	....	....	....	....	....	....	....	....
7. Lectures.....	1	....	....	....	....	....	....	....	2	1	2
8. Mahan.....	....	1	1	....	2	2	2	2	....	1	1
9. McCosh.....	....	....	....	....	....	....	....	....	1	1	1
10. McGregor.....	1	....	....	....	....	....	1	1	....	....	....
11. Quackenbos.....	1	1	....	1	1	1	1	1	1	1	1
12. Schuyler.....	....	....	....	....	1	1	1	2	1	1	1
13. Tappan.....	1	1	1	1	1	4	2	1	2	1	1
14. Thomson.....	4	8	2	....	....	2	3	2	2	2	....
15. True.....	9	7	7	7	7	4	8	8	9	7	7
16. Waterbury.....	....	....	....	....	....	....	....	1	1	....	....
17. Whately.....	16	10	16	11	11	11	8	3	9	6	3

SCHEDULE No. 9 — (Continued).

		NUMBER OF ACADEMIES.										
MORAL, INTELLECTUAL AND POLITICAL SCIENCES.		1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.
<i>Natural Theology.</i>												
1.	Butler	3	2	2	3	3	3	5	.....	.....	2	.....
2.	Chadbourne .....	.....	.....	.....	1	3	6	4	.....	4	5	4
3.	Hopkins .....	.....	.....	.....	.....	.....	1	.....	.....	2	.....	.....
4.	Lectures	1	2	4	2	1	1	2	5	2	1	1
5.	Paley	31	26	28	21	20	10	12	13	9	11	9
6.	Peabody .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
<i>Philosophy (Intellectual).</i>												
1.	Abercrombie	8	7	8	5	6	4	4	3	4	3	.....
2.	Alden .....	.....	2	3	3	1	1	.....	2	3	2	5
3.	Bain .....	.....	.....	.....	.....	.....	1	1	2	2	2	1
4.	Boyd	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
5.	Champlin	3	3	2	2	2	2	2	2	3	2	3
6.	Hamilton	6	6	4	3	3	2	.....	.....	2	2	3
7.	Haven	18	20	25	23	24	21	20	21	18	20	22
8.	Hickok	9	7	8	5	6	8	9	10	7	8	8
9.	Hopkins .....	.....	.....	.....	.....	.....	.....	.....	.....	1	3	3
10.	Lectures	1	1	1	1	.....	.....	3	3	2	3	3
11.	Murray .....	.....	.....	.....	.....	.....	1	1	.....	.....	1	.....
12.	Paley .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
13.	Porter .....	.....	.....	.....	.....	.....	.....	2	1	1	.....	.....
14.	Stewart	3	.....	.....	.....	.....	.....	.....	.....	1	1	1
15.	Upham	16	15	13	13	11	12	15	14	14	12	19
16.	Watts	1	1	1	1	.....	.....	.....	1	.....	.....	.....
17.	Wayland	16	13	8	5	13	9	7	5	9	11	11
18.	Winslow .....	.....	.....	.....	1	1	1	.....	1	1	1	1
<i>Philosophy (Moral).</i>												
1.	Abercrombie	1	2	3	2	1	2	1	1	1	1	1
2.	Alden .....	.....	2	1	.....	.....	.....	1	1	.....	2	.....
3.	Alexander	6	6	6	7	3	6	3	4	6	2	2
4.	Bain .....	.....	.....	.....	.....	.....	1	1	2	.....	.....	.....
5.	Butler	2	1	1	.....	.....	.....	1	1	.....	1	.....
6.	Champlin .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
7.	Dymond	1	1	1	1	1	1	.....	1	1	1	1
8.	Fairchild .....	.....	.....	.....	.....	1	1	1	2	2	3	2
9.	Haven	4	3	3	5	5	6	3	6	7	9	9
10.	Hickok	6	7	9	2	6	6	10	10	5	7	9
11.	Hopkins	2	3	4	4	3	3	3	4	5	.....	2
12.	Lectures	2	1	1	2	.....	1	2	3	3	3	2
13.	Peabody .....	.....	.....	.....	.....	.....	.....	.....	.....	5	4	6
14.	Stewart	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
15.	Upham .....	.....	.....	1	1	1	1	.....	.....	1	3	.....
16.	Wayland	43	40	37	30	32	25	25	23	24	24	25
<i>Political Economy.</i>												
1.	Bascom .....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
2.	Carey .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1
3.	Greeley .....	.....	.....	.....	1	1	.....	1	1	.....	1	.....
4.	Lectures	3	1	2	4	1	1	1	1	1	2	.....
5.	Mason and Tabor .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
6.	Perry .....	.....	.....	1	2	3	1	2	3	2	3	4
7.	Page .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
8.	Say .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
9.	Walker .....	.....	.....	.....	.....	.....	1	1	2	3	3	1
10.	Wayland	23	17	24	14	12	15	3	9	7	9	1
11.	Young .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2

SCHEDULE No. 9—(Continued).

MORAL, INTELLECTUAL AND POLITICAL SCIENCES.	NUMBER OF ACADEMIES.									
	1865-6.	1866-7.	1867-8.	1868-9.	1869-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.
<i>Rhetoric.</i>										
1. Bain.....					1	1		1	3	2
2. Boyd.....	8	5	7	5	1	3	2	3	3	3
3. Blair.....	7	6	7	6	5	3	3	4	1	1
4. Coppee.....	5	6	3	6	2	2	2	1	1	
5. Day.....	2	2	4	4	3	3	2	2	2	1
6. Gilman.....										1
7. Hart.....						15	17	31	40	49
8. Haven.....				1	13	11	10	9	8	13
9. Jamieson.....										1
10. Kerl.....					1	8	12	8	18	12
11. Lectures.....	1			2		1	2	1	1	2
12. Barker.....										1
13. Quackenbos.....	113	127	132	116	104	95	97	98	86	70
14. Seeley.....								1		1
15. Swinton.....										
16. Wells.....								1	1	
17. Steele.....										1
18. Whately.....	4	2	2	2		1	1			1
<i>Teaching, Principles of.</i>										
1. Abbott.....			1		2			1	1	
2. Gilmour.....									1	1
3. Hart.....				1	1	1	1	1		3
4. Holbrook.....	11	11	7	7	8	5	9	2	1	3
5. Jewell.....	1	1		2	1	1	1	1		
6. Kiddle.....										4
7. Lectures.....	10	7	7	9	8	9	10	10	16	8
8. Northend.....	8	1	4	2	4	2	1	1	3	2
9. Objective System.....								1		
10. Page.....	74	65	64	56	55	55	56	64	59	53
11. Pestalozzi.....						1	1	1		
12. Sheldon.....								1	2	
13. State Report.....										1
14. Wickersham.....	4	8	8	5	3	3	2	4	9	4
<i>DOMESTIC ECONOMY.</i>										
1. Beecher.....						1	2	3		1
2. Practice Lectures.....				1	4	2		2	1	2
3. Stowe.....							1	1		

SCHEDULE No. 10.

Exhibiting the condition of Teachers' Classes instructed during 1876.

[illegible]

		11	10	31	Yes.	15	17	16	30	300 00
Oswego.....	Fulaski Academy, Fall Term, 1876	6	15	31	Yes.	14	19	15	30	300 00
Otsego.....	Gilbertsville Academy.....	4	10	14	No.	3	3	3	10	100 00
	Unadilla Academy.....	3	5	6	No.	3	3	3	3	60 00
St. Lawrence ..	Canton Union School, Academic Department..	6	14	20	Yes.	3	14	10	30	300 00
	Gouverneur Wesleyan Seminary.....	3	14	16	Yes.	1	4	9	14	160 00
	.....	6	11	17	Yes.	5	5	...	17	170 00
Saratoga.....	.....	1	13	16	No.	1	3	3	15	160 00
Schoharie.....	Academic Department.....	4	16	30	Yes.	19	14	4	30	300 00
Schuyler.....	.....	6	14	30	Yes.	...	13	11	15	180 00
Stenben	burgh.....	7	13	30	No.	10	15	6	30	300 00
	Academic Department.....	10	13	33	No.	15	13	11	17	170 00
	.....	9	11	30	Yes.	6	19	7	30	300 00
Hallivan	Liberty Normal Institute.....	6	14	30	Yes.	...	15	7	30	300 00
Tioga	Candor Free Academy.....	6	17	33	Yes.	7	7	...	30	300 00
	Owego Free Academy.....	11	9	30	No.	3	13	4	12	130 00
	Owego Free Academy.....	4	23	35	Yes.	7	13	9	30	300 00
Tompkins	Waverly Union School, Academic Department..	6	13	30	No.	9	7	5	19	190 00
	Dryden Union School, Academic Department.....	3	10	13	No.	3	4	3	13	130 00
	Groton Union School, Academic Department.....	5	8	13	No.	9	5	4	12	130 00
	1876.....	3	8	11	No.	10	9	5	11	110 00
Washington .....	.....	1	9	10	No.	3	4	3	10	100 00
	Academic Department.....	14	7	21	Yes.	3	11	4	14	140 00
Wayne. ....	.....	1	22	23	No.	13	14	4	17	170 00
	.....	7	20	17	Yes.	6	10	7	29	290 00
Wyoming.....	.....	11	10	21	Yes.	7	6	4	20	200 00
	.....	4	15	19	Yes.	3	7	6	19	190 00
	Academic Department.....	7	13	30	Yes.	6	14	7	30	300 00
Yates .....	.....	3	12	13	Yes.	5	4	7	14	140 00
	.....	...	15	18	No.	4	...	...	13	160 00
	Warkey Seminary.....	5	15	30	Yes.	4	14	10	30	300 00
		503	1, 138	1, 741		717	996	560	1, 605	\$16, 050

* Additional to apportionment of January, 1876, on correction of clerical error in the report for the term beginning November 22, 1874.

SCHEDULE No. 10 — (*Continued*).

Academies designated to instruct Teachers' Classes during the academic year 1877-8, under the provisions of the statute (University Manual, page 38, § 3).

(Appointments for Winter Term indicated by "W. T."; and for Winter Term additional to Fall Term, by "-|- W. T.")

Counties.	Names of Academies.
Albany	Rensselaerville Academy. + W. T.
Allegany	Alfred University, Academic Department. Friendship Academy. Genesee Valley Seminary.
Broome	Lisle Union School, Academic Department. W. T. Whitney's Point Union School, Academic Department. Windsor Union School, Academic Department.
Cattaraugus	Chamberlain Institute. + W. T. Olean Union School, Academic Department. Ten Broeck Free Academy.
Cayuga	Cayuga Lake Academy. Moravia Union School, Academic Department. Weedsport Union School, Academic Department. W. T.
Chautauqua	Forestville Free Academy. Jamestown Union School, Academic Department. Westfield Union School, Academic Department. W. T.
Chenango	Bainbridge Union School, Academic Department. Greene Union School, Academic Department. New Berlin Academy. Norwich Union School, Academic Department.
Chemung	Elmira Free Academy (provisional).
Clinton	Keeseville Union School, Academic Department. Plattsburgh High School.
Cortland	Cincinnatus Academy (provisional). Homer Union School, Academic Department.
Delaware	Delaware Academy. Delaware Literary Institute. Stamford Seminary. Walton Union School, Academic Department.
Dutchess	Amenia Seminary.
Erie	Aurora Academy. W. T. Clarence Classical Union School. Griffith Institute.

Counties.	Names of Academies.
Erie.....	Hamburgh Union School, Academic Department.
Essex.....	Elizabethtown Union School, Academic Department. + W. T. Sherman Academy (Moriah).
Fulton.....	Johnstown Union School, Academic Department.
Franklin.....	Fort Covington Free Academy.
Genesee.....	Batavia Union School, Academic Department. Le Roy Academic Institute. W. T.
Greene.....	Greenville Academy. + W. T.
Herkimer.....	Fairfield Academy. West Winfield Academy.
Jefferson.....	Hungerford Collegiate Institute. Ives Seminary. Union Academy of Belleville.
Lewis.....	Lowville Academy. + W. T.
Livingston.....	Dansville Seminary. Genesee Wesleyan Seminary. Nunda Academy.
Madison	Brookfield Union School, Academic Department. Canastota Union School, Academic Department. Cazenovia Seminary.
Montgomery ...	Amsterdam Academy. Fort Plain Seminary. W. T.
Niagara.....	Lockport Union School, Academic Department. Wilson Union School, Academic Department.
Oneida.....	Holland Patent Union School, Academic Department. Whitestown Seminary.
Onondaga.....	Baldwinsville Free Academy. W. T. Munro Collegiate Institute. Onondaga Free Academy. Pompey Academy.
Ontario.....	Canandaigua Academy. Naples Academy. Phelps Union and Classical School.
Orange.....	Wallkill Academy. Warwick Institute.
Orleans.....	Albion Union School, Academic Department. Holley Union School, Academic Department. W. T.
Oswego.....	Falley Seminary. Mexico Academy. Pulaski Academy.

Counties.	Names of Academies.
Oswego	Sandy Creek Union School, Academic Department. W. T.
Otsego	Unadilla Academy. + W. T. Gilbertsville Academy. + W. T.
Queens	Flushing High School.
Rensselaer	Lansingburgh Academy.
St. Lawrence ...	Canton Union School, Academic Department. Gouverneur Wesleyan Seminary. + W. T. Lawrenceville Academy.
Saratoga	Mechanicville Academy.
Schoharie	Schoharie Union School, Academic Department. + W. T.
Schuyler	Cook Academy.
Steuben	Canisteo Academy. Franklin Academy, Prattsburgh. Haverling Union School, Academic Department. Woodhull Academy. W. T.
Suffolk	Bridge Hampton Literary and Commercial Institute. Sag Harbor Union School, Academic Department.
Sullivan	Liberty Normal Institute. Monticello Academy. + W. T.
Tioga... ..	Owego Free Academy. Waverly Union School, Academic Department.
Tompkins	Groton Union School, Academic Department. Ithaca High School.
Warren	Warrensburgh Academy.
Washington	Fort Edward Collegiate Institute. Greenwich Union School, Academic Department. W. T.
Wayne	Macedon Academy. Sodus Academy. Walworth Academy. W. T.
Wyoming	Pike Seminary. Warsaw Union School, Academic Department.
Yates	Penn Yan Academy. Starkey Seminary. W. T.

III. PRELIMINARY ACADEMIC EXAMINATIONS.

INSTRUCTIONS, FEBRUARY 20, 1878.

I. DAYS AND HOURS OF EXAMINATIONS.

Winter term,	1877-78.	} Thursday	{	Feb. 28 and Mar. 1, 1878.
Spring term,	1878.			June 6th and 7th, 1878.
Fall term,	1878.			Nov. 7th and 8th, 1878.

THURSDAY.

Preliminary arrangements (See head V).....	9.30 A. M. to 10.00 A. M.
Arithmetic (first session), two hours.....	10.00 A. M. to 12.00 M.
Grammar (first session), one and one-half hrs.,	1.30 P. M. to 3.00 P. M.
Recess, one-fourth hour.....	3.00 P. M. to 3.15 P. M.
Spelling, one hour	3.15 P. M. to 4.15 P. M.

FRIDAY.

Preliminary arrangements (of first day repeated)	9.30 A. M. to 10.00 A. M.
Arithmetic (second session), two hours	10.00 A. M. to 12.00 M.
Geography, one and one-half hours.....	1.15 P. M. to 2.45 P. M.
Recess, one-fourth hour.....	2.45 P. M. to 3.00 P. M.
Grammar, (second session), one and one-half hours	3.00 P. M. to 4.30 P. M.

II. CANDIDATES.

SECTION 1. Scholars who are "presumed to have completed preliminary studies." (*University Manual*, chap. xii, § 2.)

§ 2. Scholars provisionally admitted to the academic class. (*Idem*, chap. xii, § 4.)

§ 3. "Any scholar from any common school who may apply for such examination, bearing the certificate of the principal teacher, or of any trustee of such school, that, in his judgment, such scholar is qualified to pass the said examination." (*Laws of 1873*, chap. 642, § 4.)

§ 4. Hereafter, scholars claiming to have passed in some of the branches prior to June, 1874, must be re-examined in these branches, as well as in those on which they have not yet been examined; but scholars already holding or entitled to Regents' certificates are not to be again reported.

III. SUPERVISION.

§ 5. The examination is to be held under the direction of a committee of at least three persons appointed by the trustees of the academy or academical department, with the co-operation of the principal, in conformity with instructions issued by the chancellor and secretary of the university. (*Manual*, chap. xii, § 2.) The chief duty of the committee, by virtue of accepting this important trust, is to see that the instructions are rigidly observed in every particular. If any institution cannot command the services of a capable and efficient committee, and the constant presence of at least one member, it must forego the privilege of the examination.

IV. QUESTION PAPERS AND EXERCISES.

§ 6. Sets of printed questions in arithmetic, English grammar and geography, and an exercise in spelling, will be sent (generally by express, for parcels weighing more than four ounces, prepaid to destination) to the chairman of the examining committee the week before the examination, provided the number of sets of questions needed and the names of the committee be seasonably furnished. A circular, asking how many sets of questions will be needed, will be sent to each academic institution subject to the visitation of the Regents, in advance of each examination; but in the event of its non-receipt at least ten days before the examination, the secretary of the Regents should be informed by letter or otherwise how many questions are required. The chairman of the committee is to retain the questions in his own possession until the beginning of the examination in each subject.

§ 7. In case of failure to receive in due time questions seasonably applied for, the examination may be held on the earliest practicable days thereafter, provided immediate notice of the delay be sent to the secretary of the Regents, and that no scholars be admitted at any session who may have gained a knowledge of the questions from other sources.

V. PRELIMINARY ARRANGEMENTS.

§ 8. These instructions must be carefully examined by the committee and the principal, and paragraphs eight to sixteen, inclusive, must be read to the class before the beginning of the examination proper. Let the half hour from 9.30 to 10.00 of each day be devoted to the necessary preliminary arrangements.

§ 9. The class should be instructed to make, at the end of the examination on each subject, the full declaration prescribed below, and to fold and file their papers, according to the directions following the form of declaration.

Form of Scholar's Declaration.

Do you now, at the close of the examination in arithmetic (etc., as the case may be), conscientiously declare that, prior to each session, you had no knowledge of the questions to be proposed, that you have neither given to any other scholar, nor received from any source, explanations or other aid in answering any of them, and that you have not spent more than the allowed time? If so, write at the end of your set of answers, near the right side of the paper,

"I do so declare,"

and underneath. subscribe your name.

Every set of answers lacking this full declaration and signature, however satisfactory in other respects, will be disallowed, on the presumption that the declaration could not conscientiously be made.

Fold your paper in proper form for filing, and indorse it with the name of the institution, your own name, the subject and session, and the present date.

Directions for Folding, etc.

To fold the paper as it lies with the outer page upon the desk before you, place the lower edge upon the upper one, hold the two edges in place with the left hand; make the fold across the middle of the leaf with the right hand, and finish by repeating the process.

<p>(Top.)</p> <p>Ames Academy. John Smith. Arithmetic. First Session. Nov. 8, 1877.</p>	<p>This diagram represents the outer page of an open foolscap leaf or sheet, after being properly folded and filed. No answers to questions should be written upon the outer page here represented.</p>		
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Special Directions for Arithmetic.

Numerical answers are not generally sufficient. Indicate the proper mode of solving each example by the usual arithmetical signs, whenever this is practicable; and give all computations necessary for finding the answer.

Reduce fractional results to their lowest terms, and improper fractions to whole or mixed numbers; solve by cancellation as far as practicable; use the proper signs of denominate numbers, and designate each answer by "Ans."

§ 10. The candidates must be so arranged that no two shall occupy the same desk. If too numerous to be so arranged in a single room, they may be divided into two or more sections, and be examined at the same time, on the same subject, in different rooms, adequate supervision being provided for each section.

§ 11. Each candidate must be supplied with white foolscap paper, with pen and ink, and, after all other preliminaries are completed, with a copy of the questions to be used at that session (spelling excepted).

The precise moment of the distribution of the questions must be observed and announced, as the examination proper begins at that instant. The expiration of the allotted time must also be announced, after which no further labor on the answers is to be allowed. Scholars should have the benefit of the full time assigned, but these limits must not be exceeded, and no scholar shall be allowed a second trial during the same examination.

VI. PROGRESS OF THE EXAMINATION.

§ 12. Let no persons, except the committee, the principal and any school commissioner, and the scholars to be examined, enter the room during the examination ; and let no scholar be allowed to leave the room during any session of it, unless his work is completed, nor to communicate, in any way or on any subject, with any other person.

§ 13. No explanations are to be given concerning the questions, and no person may overlook the work of the scholars while in progress. Each scholar is to rely solely upon his own judgment as to the meaning of every question.

§ 14. Let any effort on the part of scholars to give or obtain aid be followed by instant dismissal from the room.

§ 15. The answers are to be written with ink and not with lead pencils, in the order of the questions, and are to be numbered to correspond with them. Special attention should be given to the general order, legibility and neatness, as well as correctness of the work, and to all directions given on the question papers. The proper statement of each example in arithmetic should be indicated, as far as practicable, by appropriate signs, and the solution should exhibit each and every step of the process by which the answer is obtained.

VII. CLOSE OF THE EXAMINATION.

§ 16. At the expiration of the time allowed for the examination in geography and spelling, and for the second session in arithmetic and grammar, the scholars are to make the declaration required as above (see section nine), at the end of their respective lists of answers, and subscribe their names thereto. They are also to fold and indorse their papers with the name of the academy and their own names, the subject of the session (first or second, as the case may be, in arithmetic and grammar), and the date of the examination, and to deliver the same to the committee to be retained by them, and in no case to pass again into the hands of the scholars, except as to those disallowed by the committee. The answers of the second session in arithmetic and in grammar cannot be written on the same sheet with those of the first session without violating this direction, unless the intervening recess be

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omitted, for adequate specified reasons, and the committee certify that the work of both sessions was completed in one. The question papers are likewise to be returned to the committee, in good condition.

VIII. ESTIMATE OF RESULTS.

§ 17. At least twenty-four of the thirty-two questions in arithmetic, thirty of the forty in geography, sixty of the eighty in grammar, and eighty-five of the one hundred in spelling, must be correctly answered, as the condition of passing the examination. A larger per centage of correct answers on one subject cannot be applied to make up a deficiency on another. Each whole answer is to be taken as a unit and counted either *right or wrong*; in other words, fractional estimates are not to be made, unless specially allowed in certain cases by directions accompanying the questions. If reasonable doubts arise as to the correctness of answers, which may affect the final result, the papers containing such answers may be forwarded to the secretary of the Regents for decision, with a particular statement of the doubt; otherwise, no papers containing less than the requisite number of correct answers are to be sent.

§ 18. To relieve the committee of burdensome labor, the answers of the scholars may be examined by the principal and other teachers, and only such as, in their judgment, have the required number of correct answers, with the prescribed declaration at the end of the answers on each subject, are to be reported to the Regents. In the papers which contain the required number of correct answers, the incorrect and omitted ones are to be distinctly marked and numbered.

IX. REPORT OF THE EXAMINATION.

§ 19. The examining committee (of not less than three members) and the principal are to certify, in a prescribed form, attested by the oath of the principal, that all the instructions have been fully and faithfully observed, and are to furnish the name, age, residence and number of correct answers of each pupil who is claimed to be entitled to a certificate, together with the date of earlier successful examinations in any of such branches, on which the claim in part for a certificate is based. A similar list of those who have passed only in part is also to be given.

§ 20. The four papers of each scholar claimed to have passed the examination in all the branches, since June, 1874, inclusive, and only these, are to be forwarded, prepaid in full (if by post, at *letter* rates) to this office, together with the report of the committee, within two weeks. In arranging the papers for transmission, all those of each scholar are to be placed together. All satisfactory papers not older than June, 1874, of scholars not yet entitled to certificates, including any accepted and returned by the Regents as parts of incomplete sets, are to be care-

fully preserved among the valuable papers of the academy, in order that, as far as practicable, they may be made complete at subsequent examinations. Papers once examined and accepted by the Regents, are not to be replaced by new ones (unless older than June, 1874).

§ 21. The printed questions should be preserved, as far as practicable, from being soiled or mutilated, and may be subsequently used in trial examinations, as class exercises.

X. REVISION OF THE RETURNS.

§ 22. All complete sets of answers sent to the Regents, as above required, are re-examined under their direction, and such as are not conformable to the instructions, and satisfactory in their general appearance, are disallowed and returned, with reasons indorsed. On an average, above twenty per cent of the papers claimed to contain the requisite number of correct answers have been disallowed, and in some instances the entire results of a local examination have been rejected. The examination of such papers imposes unreasonable labor on this office, and the forwarding of them, except as authorized under the seventeenth section above, is discreditable to the institution.

XI. CERTIFICATES.

§ 23. The Regents' certificate of academic scholarship, authorizing the admission of the person to whom it is granted, without further examination, into the academic class in any academy or academical department subject to the visitation of the Regents, will be issued to each pupil, duly certified as having passed in all the prescribed branches, and whose papers are found satisfactory on re-examination at this office, at the earliest practicable date after the receipt of the report of the committee. The Regents, however, reserve the right to revoke any certificate, on evidence satisfactory to them, showing that it was obtained through any disregard or violation of their instructions.

XII. CONCLUSION.

§ 24. *As the foregoing instructions are a revision of those of earlier date, they must be carefully examined and used in connection with the examinations of 1878.*

By order.

S. B. WOOLWORTH, *Secretary.*

[FORM OF REPORT.]

UNIVERSITY OF THE STATE OF NEW YORK.

PRELIMINARY ACADEMIC EXAMINATION,

Held at the Academical Institution known as

(If a Union School, begin with the proper name, e. g., Greenwich Union School, Acad. Dept.)

On the *and* *days of*, 187 .

CERTIFICATE OF THE EXAMINING COMMITTEE.

The undersigned, appointed by the trustees of, a committee to attend an examination of students for the academic class in said institution, as required by the ordinance of the Regents of the University (*University Manual*, chapter XII, pp. 82-84), do hereby certify that at least one of their number attended the examination, on each subject, held on the days above named, and that the following is a summary of the results:

	Arith.	Geog.	Gram.	Spelling.
1. Number admitted to the said examination in each branch				
2. Number who passed in each branch at said examination				
3. Number who passed in some of the studies at previous examinations, but not earlier than June, 1874, and included under next head (4).....				
4. Number claimed to be entitled to the University certificate, as the result of this examination				

The committee further certify that the examination was conducted in all respects as prescribed in the *Manual* aforesaid, the directions contained in the *Instructions* dated October 20, 1877, and those printed on the envelopes containing the questions; that all the papers herewith forwarded, containing the required number of correct answers, are as they were originally written during the respective sessions of the examination, by the students whose names are indorsed on them, without addition, explanation or other aid from any source; and that the following are true lists of the names, ages and residences of the scholars claimed to be entitled to the said certificate, and of those not yet entitled to the certificate, but who passed in one or more branches at the said examination, together with the number of questions correctly answered by them in the branches in which they passed, and the dates of former examinations at

which those claimed to be entitled to certificates passed in any of the branches.

All of which is hereby certified this....day of....., 187 .

Attest: }
..... } *Committee.*
..... }
Principal.

AFFIDAVIT OF THE PRINCIPAL.

STATE OF NEW YORK, }
County of } ss.:

....., being duly sworn, deposes and says that he is the principal of.....; that the preliminary academic examination was held on the....and....days of....., 187 , as directed by the Regents of the University, that their last instructions as to the mode of conducting the same were observed in every particular, and that the annexed report by the committee and principal, as to the results of said examination, is true.

(Signed)
Principal.

Subscribed and sworn before me, this.... }
day of....., 187 . }

Let the above certificate and the accompanying blank for the list of scholars be accurately filled and forwarded, within two weeks after the examination, to the Secretary of the Board of Regents, together with the written answers of all scholars claimed to be entitled to certificates, and no others.

REGENTS' MEMORANDA.

Certificates sent by.....,187 .
Certificates subsequently forwarded (if any), Nos...,187 .
Rejected papers (if any) returned by.....,187 .
Incomplete papers (if any) returned by.....,187 .

ALPHABETICAL LIST OF SCHOLARS

Of....., including class (1), all who have now completed the examination in arithmetic, geography, grammar and spelling, and are claimed to be entitled to the University Certificate; and class (2), those who have passed in only part of the required branches. In the set of columns marked (F), enter the *number only*, of correct answers in each branch in which those of each class have severally passed, filling *all* the columns for scholars of class (1). In the set of columns marked (G), enter the *date only* (month and year, *e. g.* ^{Nov.} June, 1874, ^{1875.} etc.), of former successful examinations in any of the branches (exclusive in all cases, of those who have already received certificates).

(A)		(B)	(C)	(D)	(E)	(F)				(G)			
REGENTS' COLUMNS.		Nos. 1, 2, 3, etc.	NAMES. Write each name <i>legibly</i> . Give the Christian name in full, and initial of the middle name. Make separate lists of classes (1) and (2), and of males and females in each class. Arrange the surnames of each division in alphabetical order.	Ages.	RESIDENCES.	Arithmetic.	Geography.	Grammar.	Spelling.	Arithmetic.	Geography.	Grammar.	Spelling.
General Numbers.	Local Numbers.												

[FORM OF CERTIFICATE.]

UNIVERSITY OF THE STATE OF NEW YORK.

PRELIMINARY ACADEMIC EXAMINATION.

By the Regents of the University of the State of New York :

Whereas, The committee of examination and the principal of

 have certified to the Regents of the University that an examination
 held by the appointment of the said Regents, on theand.....days
 of....., 187was found to
 have attained the proficiency required by their ordinance, for admission
 to the academic class ;

It is therefore certified, that the aforesaid
 has been registered in the office of the
 said Regents as an

ACADEMIC SCHOLAR,

and that all academies and institutions of learning, subject to their visi-
 tation, are authorized to receive h....as such, without further exam-
 ination.

In witness whereof, the said Regents have caused the names of their
 Chancellor and Secretary to be hereto affixed, at the city of Albany, this
day of.....one thousand eight hundred and seventy.....

JOHN V. L. PRUYN,

Chancellor of the University.

S. B. WOOLWORTH,

Secretary.

[The names of the Regents of the University are indorsed in print ;
 also the name of the academy at which the examination was passed,
 the general and local number of the certificate, and the counter-signa-
 ture of the principal.]

Questions.

The character of the questions prescribed by the Regents is shown by
 the following set, used at the examination held November 9th and 10th,
 1876 :

[QUESTIONS.]

UNIVERSITY OF THE STATE OF NEW YORK.

THIRTY-FIRST PRELIMINARY ACADEMIC EXAMINATION.

FIRST ARITHMETIC SESSION.

Thursday, November 9, 1876, 10 A. M. to 12 M., only.

NOTE Numerical answers are not sufficient. Indicate the proper mode of solving each example by the usual arithmetical signs, whenever this is practicable; and give all computations necessary to find the answer.

NOTE Reduce fractional results to their lowest terms, and improper fractions to whole or mixed numbers; solve by *cancellation* as far as practicable; use the proper signs of denominate numbers, and designate each answer by "Ans."

1. How many figures are in each of the periods into which numbers are divided for reading?
2. Name the first four periods of integers, and the first three orders (or places) of decimals.
3. Write in figures the number: One million, one thousand, one hundred and one.
4. Write in figures the number: Forty-seven, three hundred and fifty thousandths, forty-two millionths, two hundred and twenty-three billionths.
5. Multiply 732.53 by 37.846.
6. Divide 6052.74 by 4.379.
7. Bought a box of soap containing 70 lbs. Keeping it all summer, it dried away $\frac{1}{2}$, when I sold it at $8\frac{1}{2}$ cts. per pound. I gave 7 cts. per pound. Did I make or lose? How much?
8. If 20 men require $7\frac{1}{2}$ bbls. of flour for their subsistence five months, how much will 30 men require for a year?
9. What is the value of $\frac{1}{11}$ of $\frac{1}{12}$ of a vessel, if a person who owns $\frac{1}{11}$ of it sells $\frac{1}{2}$ of $\frac{1}{2}$ of his share for \$1,750?
10. Write the following numbers in the decimal form, and then add them: $6\frac{1}{2}$, $12\frac{1}{2}$, $5\frac{1}{2}$, $6\frac{1}{2}$, $\frac{1}{2}$, $\frac{3}{4}$.
11. Multiply 5 da. 15 hr. 13 m. 20 s. by 341.

Directions for folding, etc.—To fold the paper as it lies with the outer page upon the desk before you, place the lower edge upon the upper one, hold the two edges in place with the left hand; make the fold across the middle of the leaf with the right hand; and finish by repeating this process.

<p>(Top.)</p> <p>Ames Acad. John Smith. Arithmetic. First Session. Nov. 9, 1876.</p>	<p>This diagram represents the outer page of an open foolscap leaf or sheet, after being properly folded and filled.</p>	<p>No answers to questions should be written upon the outer page here represented.</p>	
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SECOND ARITHMETIC SESSION.

Friday, November 10, 1876, 10 A. M. to 12 M., only.

12. Allowing a person to perform a certain journey in $13\frac{1}{2}$ days, by traveling 10 hours a day, in what time ought he to perform the journey if he travel $11\frac{1}{4}$ hours per day?

13. What is the cost of a load of hay weighing 1,875 lbs., at \$12.50 per ton (2,000 lbs.)?

14. What ought eggs to be per pound, when they are selling at $18\frac{1}{4}$ cts. per dozen, if they average $9\frac{1}{2}$ eggs to a pound?

15. How many cords in three piles of four ft. wood, the first 36 ft. long and 4 ft. high, the second 42 ft. long and 5 ft. high, and the third 20 ft. long and 6 ft. high?

16. What would it cost to inclose a square lot containing 160 acres, with a fence costing at the rate of \$4 per rod?

17. A note of \$65.80, dated Feb. 20, 1868, and bearing interest at 7 per cent, was paid June 25, 1870: what was the amount paid?


18. What is the amount of \$152 at semi-annual compound interest for 2 years, at 6 per cent per annum?


19. What is the annual premium on a policy which insures a house worth \$12,000 for 5-6 of its value, at $\frac{1}{2}$ per cent?


20. Amount \$102.81, on \$74.50, at 10 per cent. What is the time?

Twenty questions in all; sixteen correct answers required.

Carefully read and obey the following directions:

 Do you now, at the close of the examination in arithmetic, conscientiously declare that, prior to each session, you had no knowledge of the questions to be proposed, that you have neither given to any other scholar, nor received from any source, explanations or other aid in answering any of them, and that you have not spent more than the allowed time? If so, write at the end of your set of answers, near the right side of the paper, *"I do so declare."* and underneath, *subscribe your name.*

 Every set of answers lacking this *full declaration* and *signature*, however satisfactory in other respects, will be rejected, on the presumption that the declaration could not conscientiously be made.

 Fold your paper in proper form for filing, and indorse it with the name of the institution, your own name, the subject and session, and the date of the examination.

GEOGRAPHY.

Friday, November 10, 1876, 1.30 to 3 P. M., only.

(1) Which oceans each extend across three zones; and (2) what are the names of those zones?

Mention (3) two grand divisions, and (4) two large islands that are crossed by the equator.

(5)–(7) What three large bodies of land are crossed by the tropic of Capricorn?

(8) How many degrees from Greenwich is the middle meridian of the western hemisphere?

- (9)–(11) What are the three principal divisions of North America ?
 (12) Which is the wider : the Atlantic or the Pacific side of the United States ?
 (13)–(17) Mention five large bays and gulfs along the Atlantic side of North America ?
 (18) Which ocean is most interspersed with islands ?
 (19) What recently acquired territory of the United States extends eastward from Behring's Strait to British America ?
 (20), (21) Which two of the United States extend farthest south, and (22) what one farthest north ?
 (23) What river forms part of the N. E. boundary of the U. S.; and (24) what river forms part of the S. W. boundary ?
 (25) What city on the north shore of Lake Ontario ?
 (26)–(33) What States are adjacent to Tennessee ?
 (34)–(36) What countries (excluding islands) of Europe are either wholly or partly west of the meridian of Greenwich ?
 (37) In what direction is Ceylon from Japan ?
 (38) What gulf is connected with the Arabian sea ?
 (39) Under what government is the country between the Mediterranean and Black seas ?
 (40) What great mountain chain north of India ?

FIRST GRAMMAR SESSION.

Thursday, November 9, 1876, 1.30 to 3 P. M., only.

Into what classes are simple words divided with reference to their (1), (2), (3) number of syllables; (4), (5) formation; (6)–(13) use in sentences ?

(14) Give the singular of *men*, *teeth*, *mice*.

How are adjectives regularly compared to express degrees of comparison (15) below the positive (or of diminution), and (16), (17) above the positive (or of increase) ?

(18)–(20) Give examples of comparison to illustrate answers (15)–(17).

(21) What modification have some adverbs ?

(22) From what other class of words are many adverbs derived ?

(23) Mention four general classes of adverbs.

(24)–(26) Mention three kinds of pronouns, and give a definition of each kind.

(27)–(32) Write the objective singular of each simple pronoun whose form is varied by declension, and after each of these objectives write a sentence containing it.

(33)–(35) Which of the pronouns indicate, by their form, the gender of their antecedent nouns ?

(36) To what parts of speech do cases belong ?

(37)–(38) What classes of verbs do not admit of a passive voice (or form) ?

(39) Define the subjunctive mood.

(40)–(42) Which moods cannot be used in asking questions ?

(43)–(46) Which tenses employ auxiliaries ?

(47) What tense must be used to denote that a certain event will precede some other event referred to ?

What parts of speech (or kinds of words) are needed to complete the two following sentences ?

(48) It must be done——to-day——to-morrow.

(49) Live——peace——all men.

(50)–(52) What three principal statements are included in the exercise of parsing ; or, of what does parsing consist ?

SECOND GRAMMAR SESSION.

Thursday, November 9, 1876, 3.15 to 4.15 P. M., only.

Write and parse in full each italicized word in the following sentence (including auxiliaries, of course, with their principal verbs) :

(53) – (64) “The *best authors* should be *read by the student*, that he may *thus* insensibly *acquire* a grace and *refinement* of expression *which* no arbitrary rules can give.”

Correct the following examples of false syntax, and give the reason for the correction, and the syntax of the corrected word in each:

(65), (66) He is to be married to I don't know who.

(67), (68) Generation after generation pass away.

(69), (70) Young's “Night Thoughts” are a gloomy but instructive poem.

(71), (72) On that occasion, neither he nor I were consulted.

(73), (74) Which is the largest number,—the minuend or the subtrahend ?

(75), (76) Pitt was the pillar who upheld the State.

(77), (78) Our teacher told us that air had weight.

(79), (80) I intended to have written to him.

Eighty questions in all; sixty correct answers required.

EXERCISE IN SPELLING.

Friday, November 10, 1876, 3.15 to 4.15 P. M.

TIME, ONE HOUR, ONLY.

The following list of words is to be written by each scholar. Let the principal distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced.

LIST OF WORDS.

- | | | |
|----------------|------------------|-----------------|
| 1. abandon. | 35. envy. | 68. Louisiana. |
| 2. abolition. | 36. equal. | 69. magnify. |
| 3. abstract. | 37. eternity. | 70. meal. |
| 4. ache. | 38. examination. | 71. mouth. |
| 5. adjourn. | 39. exhaust. | 72. multitude. |
| 6. anchor. | 40. eyelid. | 73. mutual. |
| 7. apology. | 41. fable. | 74. nail. |
| 8. arch. | 42. father. | 75. needle. |
| 9. Atlantic. | 43. finish. | 76. night. |
| 10. author. | 44. flash. | 77. number. |
| 11. badge. | 45. foolish. | 78. occasion. |
| 12. baptism. | 46. fortune. | 79. offense. |
| 13. barometer. | 47. future. | 80. onion. |
| 14. battery. | 48. gallon. | 81. owl. |
| 15. bread. | 49. giant. | 82. parliament. |
| 16. butter. | 50. government. | 83. parcel. |
| 17. button. | 51. guardian. | 84. pioneer. |
| 18. candle. | 52. half. | 85. possible. |
| 19. careless. | 53. hawk. | 86. quarrel. |
| 20. celebrate. | 54. high. | 87. raspberry. |
| 21. cheese. | 55. hollow. | 88. rejoice. |
| 22. church. | 56. hurricane. | 89. roast. |
| 23. coach. | 57. ice. | 90. ruffian. |
| 24. compact. | 58. impiety. | 91. Sabbath. |
| 25. copy. | 59. incense. | 92. scourge. |
| 26. crystal. | 60. instance. | 93. single. |
| 27. damage. | 61. intrigue. | 94. snowball. |
| 28. December. | 62. jelly. | 95. spasm. |
| 29. degree. | 63. judge. | 96. teacher. |
| 30. dewdrop. | 64. kingdom. | 97. traffic. |
| 31. diphthong. | 65. knuckle. | 98. ugliness. |
| 32. Dutch. | 66. lace. | 99. velocity. |
| 33. election. | 67. liberty. | 100. youngster. |
| 34. energy. | | |

IV. THE UNIVERSITY CONVOCATION

OF THE

STATE OF NEW YORK.

I. SKETCH OF ITS ORIGIN, OBJECTS AND PLAN.

[Reprinted from the Proceedings of former years, by direction of the Convocation.]

At a meeting of the Regents of the University, held on the 9th day of January, 1863, the reports of colleges and academies, and their mutual relations, being under consideration, the following resolution was unanimously adopted:

Resolved, That it is expedient to hold annually, under the direction of this Board, a meeting of officers of colleges and academies, and that a committee be appointed to draft a programme of business for the proposed meeting, to fix the time and place, and to make such other arrangements as they may deem necessary.

The committee of arrangements on the part of the Regents were Chancellor Pruyn, Governor Seymour, Mr. Benedict, Mr. Hawley, Mr. Clinton, Mr. Perkins and Secretary Woolworth.

The meeting was held according to appointment, on the 4th and 5th days of August, 1863. Chancellor Pruyn briefly stated the objects entertained by the Regents, which were mainly "to consider the mutual relations of colleges and academies, and to promote, as largely as possible, the cause of liberal education in our State. While it is a part of the duty of the Regents of the University to visit the fourteen * literary colleges and more than two hundred academies subject to their supervision, it is obvious that this cannot be done as frequently as desirable, and that some such method as is now proposed, whereby teachers may compare views with each other, and with the Regents, and discuss methods of instruction and general modes of procedure, is alike practicable and necessary.

"A law enacted more than three-fourths of a century ago was cited, by which the University was organized and clothed with powers similar to those held by the Universities of Cambridge and Oxford, in England.

* Now twenty-three (1874).

The University of the State of New York, though generally regarded as a legal fiction, is, in truth, a grand reality. The numerous institutions of which it is composed, are not, indeed, as in England, crowded into a single city, but are scattered, for popular convenience, over the entire State. It is hoped that the present meeting will more fully develop this fact, in accordance with which the officers of colleges and academies now convened are cordially welcomed as members of a great State University. It is also confidently expected that the deliberations now inaugurated will result in the more intimate alliance and coöperation of the various institutions holding chartered rights under the Regents of the University."

The Chancellor and Secretary of the Regents were, on motion, duly elected presiding and recording officers of the meeting. A committee, subsequently made permanent for the year and designated as the executive committee, was appointed by the Chancellor to prepare an order of proceedings. Among other recommendations of the committee, the following were submitted and unanimously adopted:

The Regents of the University of this State have called the present meeting of the officers of the colleges and academies subject to their visitation, for the purpose of mutual consultation respecting the cause of education, especially in the higher departments. It becomes a question of interest whether this convention shall assume a permanent form and meet at stated intervals, either annually, biennially or triennially. In the opinion of the committee, it seems eminently desirable that the Regents and the instructors in the colleges and academies should thus meet, with reference to the attainment of the following objects:

1st. To secure a better acquaintance among those engaged in these departments of instruction, with each other and with the Regents.

2d. To secure an interchange of opinions on the best methods of instruction in both colleges and academies; and, as a consequence,

3d. To advance the standard of education throughout the State.

4th. To adopt such common rules as may seem best fitted to promote the harmonious workings of the State system of education.

5th. To consult and coöperate with the Regents in devising and executing such plans of education as the advanced state of the population may demand.

6th. To exert a direct influence upon the people and the Legislature of the State, personally and through the press, so as to secure such an appreciation of a thorough system of education, together with such pecuniary aid and legislative enactments, as will place the institutions here represented in a position worthy of the population and resources of the State.

And for the attainment of these objects, the committee recommend the adoption of the following resolutions :

Resolved, That this meeting of officers of colleges and academies be hereafter known and designated as "The University Convocation of the State of New York."

Resolved, That the members of this Convocation shall embrace,

1. The members of the Board of Regents.
2. All instructors in colleges, normal schools, academies and higher departments of public schools that are subject to the visitation of the Regents, and (by amendment of 1868) the trustees of all such institutions.

3. The president, first vice-president, and the recording and corresponding secretaries of the New York State Teachers' Association.

Resolved, That the Chancellor and Secretary of the Board of Regents shall act severally as the presiding officer and permanent secretary of the Convocation.

Resolved, That the meeting of this Convocation shall be held annually, in the city of Albany, on the first Tuesday in August [see *amendment*], at 10 o'clock, A. M., unless otherwise appointed by the Board of Regents. [*Amended*, in 1873, as to the time of meeting, by making it the first Tuesday after the Fourth of July, except when the Fourth occurs on Monday, in which case it shall be the second Tuesday thereafter.]

Resolved, That at each annual Convocation the Chancellor shall announce the appointment, by the Regents, of an executive committee of seven members, who shall meet during the recess of the Convocation, at such time and place as the Regents may direct, with authority to transact business connected with its general object.

At the fourth anniversary, held August 6th, 7th and 8th, 1867, it was

Resolved, That the Regents be requested to invite the attendance of representatives of colleges of other States at future anniversaries of the Convocation.

At the fifth anniversary, held August 4th, 5th and 6th, 1868, the following resolutions were unanimously adopted :

Resolved, That there be appointed by the Chancellor, at each annual meeting, a committee of necrology, to consist of three persons.

Resolved, That it shall be the duty of each member of the Convocation to notify the chairman of the committee of necrology of the decease of members occurring in their immediate neighborhood or circle of acquaintance, as an assistance to the preparation of their report.

Resolved, That the secretary publish, with the report of each year's proceedings, the original resolutions of 1863, as they are or may be from time amended, together with the two foregoing, as a means of better informing the members of the Convocation in regard to its nature and the purposes of its organization.

II. MINUTES OF THE THIRTEENTH ANNIVERSARY, HELD JULY 12TH, 13TH AND 14TH, 1876.

The sessions of the thirteenth anniversary of the University Convocation of the State of New York were held at the Capitol, in the city of Albany, beginning on Wednesday, the 12th day of July, 1876, at 10:30 A. M.

Chancellor Pruyn, as president *ex-officio*, called the Convocation to order, and, at his request, the Rev. Dr. Upson, one of the Regents, said the Lord's prayer.

The Chancellor then addressed the Convocation as follows:

CHANCELLOR PRUYN'S ADDRESS.

In the words of welcome which I addressed to the members of the Convocation when they last met, I referred to the great interest which would attach to the present year as the Centennial of our independence. The day which marked that event, the 4th of July, 1876, was celebrated throughout our country with an earnestness, a spirit, I may almost say a devotion such as was never before known, and which gave strong evidence of the deep interest felt by our people in their institutions, and that filled all of us, I am sure, with warm hopes for the future.

That "eternal vigilance is the price of liberty" is a maxim just as true and quite as important now as when first uttered, and if the liberal institutions our country has enjoyed for one century are to be carried through a second with its augmented population, its large wealth, its greater luxury and its increased temptations to acquire power, it can be accomplished only by the constant and vigilant discharge by the people of that duty which they owe to those institutions.

The obligation of intelligent and educated men in our country to take an earnest interest in public affairs is one so clear that I am sure I need not urge it upon you. But the duty, like many others, is unfortunately very much overlooked, and I trust the occasion will justify me in speaking to you a very few words of the importance of its diligent and conscientious discharge. It is quite true that those who are engaged during every day in the duties of the school-room or class-room cannot be expected to occupy themselves with the details of what are called party politics. Nor would I wish them to do so, even if they could. They would be neither interested in them nor profited by them.

With us, and indeed in every country in which constitutional principles of government exist, we find the people divided into two great political parties, holding to a large extent conflicting views as to public matters and the measures of government, each claiming that it presents the best candidates for office, and that its measures will best promote the interests of the country. Occasionally a third party springs up, most generally through some special circumstances, or formed on some engrossing question of the day, often one of great interest, but which, being disposed of, the organization it called into existence passes away.

We all, therefore, as a general rule, find it necessary to determine with which of the great political parties of the day we will act; not in the spirit of blind, unthinking attachment, but after a careful examination not only of the professions of parties, but of their principles and their conduct.

The teacher should never become a partisan. There is no need of this. Duty can be discharged in a quiet way after intelligent inquiry such as I have spoken of, and will carry satisfaction with its discharge.

Nor should any person fail to criticise, in a manly and independent spirit, the conduct or principles of any party with which he may have acted. This is absolutely necessary to prevent party from degenerating into a mere faction, or becoming the expression of the individual opinions of those who control its machinery.

Fortunately we now have a large and increasing body of liberal and cultured men in our country, which we owe mainly to our institutions of learning, who are prepared, by an independent exercise of the elective franchise, to correct the evils and excesses of party spirit, and thus do most essential service in securing faithful public officers and an honest administration of the government. It is with this body of candid and independent men I trust all engaged in instructing the youth of the country will act.

I was requested by the executive committee to say somewhat at this time which should bear on the interest attaching to the new era of our country on which we have just entered. Learning that Gov. Seymour, so thoroughly versed in our history, would address you on this occasion, I left that field to him; but impressed with the importance of the subject on which I have spoken, I felt that a few words in regard to it would not be out of place.

If the educated men of our country will do their duty to its institutions, a second century of our existence will, under the blessing of God, be one which will strengthen free government and give further happiness, prosperity and power to these United States of America.

On behalf of the Regents of the University, I welcome your appearance here, and trust that our session may prove to be agreeable and useful, and promote the interests of education in our great commonwealth.

The executive committee made a preliminary report through the chairman, Professor Ransom B. Welch, D. D., of Union College.

A paper on Pre-Islamic Literature was read by J. G. Lansing, A. B., of Cairo, Egypt. The following is an abstract of the paper :

The Arabic arose out of the Pyrias and Hebrew. Its first principal dialects were those of Himyar and Koreish; the Koreishite being the pure or perspicuous Arabic. The Himyarite alphabet was the first used. Subsequently the Arabic and the Cufic became identical. The Arabic alphabet was perfected 327 A. H. Pre-Islamic literature was pre-eminently poetic in its development. War, hospitality and eloquence formed the triple crown that Arabia claimed for her sons. The existence of poetry in Arabia is a phenomenon more wonderful than any in the world's literature, because of its purity, perfection, absolute naturalness and innate existence. The Arabians possessed keen sensibilities, wonderful physical perceptions, tempered in many instances by a moral nature. Poetry was instinctive, indigenous. It became the natural medium of expression. Historical data, oratory, philosophy, everything was committed to poetic form. Some of the best specimens of Pre-Islamic poetry were delivered impromptu without any premeditation. Poetic contests were held in the market of Occaz, and the prize production was transcribed in golden letters and suspended in the corner of the Kaaba at Mecca. Poets were divided into four classes. First, those of

El Gahelah, or times of ignorance, as Pre-Islamic times were termed. Second, El Muchadremoon, or those who existed shortly before and were cotemporaries of Mohammed. Third, El Moowalledoon, or a poet, one of whose parents was of a foreign nationality. Fourth, El Mutaacheroon, or later poets. Three forces contributed so much to Pre-Islamic poetry. First, the resources and flexibility of the language. The Arabic is in all its relations the most perfectly formed and the most extensively used of all the Shemitic languages. Second, the character of the people. Their perfect physical development and organic structure contributed greatly to the fund of mental energy. The insular position of the country prevented degeneracy by conquest and commerce. The nomadic incidents of the peninsular life preserved the integrity of the language. Third, the character of the times. The times were warlike. Religious enthusiasm, chivalrous love and honor and liberty, are the three mighty principles that sway the masses of men. Arabia, embroiled by intestine wars and tribal encounters, produced through these many heroic poets. Arabic poetry, in its first dawn, was pre-eminently objective. The Arab loved martial movement, active passion, freedom from introspectiveness. But later, when the spirit of monasticism had penetrated into Arabia from India and Upper Asia, and the Arabians had come into contact with Indian, Greek and Parisian literature, they devoted more time to meditation and study, and thus was introduced Mohammedan asceticism. It was at this point that the subjective element, the pre-eminent character of suffism first entered and began to develop itself in Arabic literature. Philosophic thought or literature developed slowly and was pantheistic in its development.

Regent Hale expressed much gratification in listening to this paper. Some discussion arose as to the relative age of the Arabic and Hebrew languages, both sides claiming the higher antiquity.

Rev. Dr. Fairbairn, warden of St. Stephen's College, read a paper on "Elisions to be Observed in Reading Latin Verse." It was an answer to an observation in Andrew's Latin Grammar, that the letters elided in scanning are not to be omitted in reading the verse. He first quoted Quintilian, who advocates elisions even in prose. His first argument was that all the literary languages of the world require elisions. He illustrated this by reading Greek, French, German and English verse. His second argument was that its rhythmical composition required it, which was illustrated by quotations from Virgil and the Christian hymns of the middle ages. He introduced the testimony of Lord Kames and of Dr. Johnson in favor of making the elisions in reading. He closed by saying that if Boswell had read to Johnson the paragraph from Andrews' Latin Grammar, Johnson would have given up the ghost and expired in disgust.

The subject of this paper was discussed at some length by Regent Hale, who warmly favored the views of Dr. Fairbairn, and who also introduced classical illustrations in support of the same.

Dr. King, of Fort Edward, remarked how instructive and enjoyable a dry subject may be made when treated by one who, like Dr. Fairbairn, thoroughly understands his subject and sticks to his text.

Col. Charles J. Wright, A. M., of Peekskill Academy, read a paper on "Military Drill in Academies."

An animated discussion followed, which was participated in by Instructors McAfee and R. C. Flack, of Claverack, Secretary Woolworth, Principal Thompson of Amsterdam, Prof. Shackford of Cornell University, Dr. King of Fort Edward, Vice-Chancellor Benedict, Principal Bradley of Albany High School, Prof. Wells of Griffith Institute, and Principal Cutting of Waterville Union School.

Prof. McAfee, in opening the discussion, spoke as follows:

I rise to express my approbation of the paper just read. I have had opportunity of observing the workings of the drill as an exercise in distinction from the other methods of exercise both in the schools of Connecticut and New York, the light and the heavy gymnastics, with a gymnasium well supplied with apparatus and a competent instructor. While in the well fitted gymnasium it is difficult to get a corporal's guard to come willingly to the exercise, we have no trouble in engrafting the drill on the school routine and making it a pleasant and healthful exercise. Of course this is applicable to boys; for young ladies we use with best results, the Dio Lewis light gymnastic exercises. An exercise to be useful must be agreeable or it will fail in the results desired, and the drill furnishes that which is most agreeable and popular.

Principal Thompson, of Amsterdam academy, said:

We do not understand the refining influence of Indian war clubs and army muskets. If the military drill is to be substituted for other methods of physical culture, what is to become of the girls? We believe physical discipline or exercise is not distasteful to any sex or class of students, and the kind or manner of exercise must be determined by the skill in charge of each institution. It is not safe to claim that for all schools and sexes military drill can alone secure physical and moral manhood. Nor should the impression be allowed to prevail here that the superiority of this or that school is wholly dependent upon the system of physical exercise used in it. The quality of every school depends upon the man — the brains at the helm.

Principal Bradley of the Albany High School, being called upon by the Chancellor, said that his observation led him to think that military drill in academies and colleges, in order to be productive of the best results, should be entirely optional and voluntary on the part of the student. If, as seemed to be generally acknowledged by the gentlemen who have already spoken, the drill is irksome and unpopular, its advantages are not of sufficient importance to justify its adoption. Students readily see the unfairness of subjecting their recreation to the same rules as their study. They feel, and have a right to feel, that their amusements and recreation should be entirely of their own choosing, so far as it is legitimate and unobjectionable. Military drill might be attractive and useful to some, but should not be forced upon all.

Most of those taking part in the discussion favored the views of Col. Wright. Vice-Chancellor Benedict dissented very strongly, regarding military drill as an incongruity in school, and likely ere long to become as obsolete as ordinary gymnastics are fast becoming.

AFTERNOON SESSION.

A paper entitled "A Plea for the Study of Latin," was read by Rev. J. A. Wells, D.D., of Griffith Institute, Springville. The following is an abstract:

There is a strong tendency in the present generation to the neglect of classical studies, in favor of the physical sciences and of what is called a practical education. The result is to injuriously lower the standard of cultivation required of the educated man. This tendency to neglect classical study must, however, be regarded as only temporary. There is a solid worth in classical culture which must, of necessity, enforce its claims upon an enlightened public opinion. As, in a river, there are eddying currents which seem to flow backward, but always come around and flow on with the stream; so popular opinion, which seems now to neglect classical literature in favor of something which can be more easily and rapidly learned, will in due time come around and promote it to its proper place in the curriculum of the scholar. The claim of literature to be considered as of at least equal importance with physical science, is disputed by some. But when we consider that the object of education is the development and cultivation of the mind of man, and fitting him for his place in society; also the pre-eminent adaptation of literature for the accomplishment of that object, we can no longer question the importance of literary studies. The Latin language is the gateway to the whole circle of literary studies. It opens the way to all, ancient as well as modern literature. One great advantage of the study of the Latin is the aid which it gives in understanding and correctly using the English. Full one-half of all the words in the English language are derived from Latin. This point was argued at length and the conclusion reached, that, as many of our words came from Latin, no person who does not know them in the original language can use them with the propriety of an educated man. Any uneducated person may use words of Anglo-Saxon origin with sufficient exactness for his business of life, but it requires some higher cultivation to use words of Latin origin without danger of impropriety. Hence the importance to the educated man of a knowledge of the venerable speech which has given so much of itself to make up our language. The Latin language is one of the best means of mental discipline known. Each one of its results in the mental character of the student is one which marks the educated man and serves to distinguish him from the uneducated. The effect of the study of Latin upon the youth is inspiring and elevating. There is an aristocracy of cultivated intellect, of taste and propriety. The Latin language is universally regarded as the vestibule through which aspiring youth passes in gaining admission to that higher rank of mind. As soon as the youth has learned enough of Latin to begin to enjoy it, he begins to look upward to the college. It is for the interest of higher education that the youth in institutions of preparation be encouraged to pursue the Latin.

Prof. N. B. Martin expressed his general concurrence in the views of the author in respect to the value and importance of the study of the Latin tongue, and thought even that those views might be still further extended. He considered a knowledge of that language to be almost indispensable for the acquisition of physical science, since almost every one of the numberless specific names in botany and the other sciences

of nature is Latin. One point, however, of the paper seemed to him to call for correction. The statement that a proportion — ranging from less than one-half to as much as five-sevenths of our words — is of Latin origin, is liable to misconception. The statement is true numerically, but it gives a wrong impression in regard to the actual English spoken and written among us. While many such words find place in our English dictionaries, they are yet words of rare and occasional use only; while the Anglo-Saxon supplies almost the whole of that class of words in which the vigor and vitality of our speech are found. Even Johnson, whose use of Latin forms was so ample and characteristic, could, upon occasion, give accurate and beautiful expression to his thoughts in the simplest Anglo-Saxon. Much of the most beautiful poetry of our language is of the purest Saxon type, as appears in our noble and simple Doxology, "From all that dwell," etc., in which only two words are from the Latin. Byron, too, loved and employed these Saxon words, as in his lines on the destruction of Sennacherib's host, "The Assyrian came down like a wolf on the fold," etc., which are almost wholly of this kind. The question, therefore, is not of the number or proportion of Latin words in English, but of their character and importance. They may form the more numerous parts of our words as printed in our dictionary, but they are not the most numerous words in the usage of our great writers.

President Raymond, of Vassar College, entered a friendly protest against what he feared might be understood as the drift of Dr. Martin's criticism. It seemed to disparage the importance of the Latin element in our composite language as presented by the essayist, but it was on grounds which left the main argument untouched. No one would deny the vitality and vigor of the Anglo-Saxon part of our vocabulary, or the predominance of Anglo-Saxon words in practical affairs in poetry and popular oratory. But how was it in regard to science and philosophy? He did not refer to mere technical terms, but to the words of Latin origin having an established place in literary use and indispensable for the unfolding of thought. In the philosophy of mind and morals, of law and government and religion, in the discussion of the great questions of humanity which occupy and divide the thinking world, it is simply impossible to express the thoughts in English except by large use of Latin words, and equally impossible to appreciate the distinctions and estimate the arguments without a knowledge of their exact meaning. It was sometimes said that, though the benefit of Latin training should be considered, it was not certain that the same benefit might not be secured through some other study. But here was something, and something vital to culture, which nothing else could effect. The roots of all scientific, historical and philosophical criticism are found, for the English speaking nations, in the Latin tongue. All the growth of our western thought, in the highest realms of thought, has been along these living lines. There is no other possible way of introducing a boy to the word of learning and scholarly thought, but by teaching him the dialect spoken therein; no other novitiate which will make him "of the guild of the thinkers," no other process by which his manhood (which is Saxon) can be humanized (which is Latin). President Raymond thought this historic relation of Latin to philosophical thought a far more important consideration than any mere numerical

proposition, and that this alone must make it forever the sheet-anchor of sound education.

Principal Cavert urged that while Anglo-Saxon furnishes our common words and prevails in the nursery, it is proposed to make children into men, and this is to be done largely by the use and discipline of Latin.

After further discussion, in the course of which President Raymond used the term *work* by way of illustration, Regent Hale asked what word of the Latin expresses the idea of *work*, as we understand it.

President Raymond said the Romans never rose to the sublime idea of work, which may be characterized as an American idea, especially appropriate to this centennial year.

Professor Cornelius M. O'Leary, M. D., Ph. D., of Manhattan College, read a paper entitled "Aphasia in Relation to Language and Thought." The paper stated that this disease came to be fully known only within a short time. Aphasia, said the doctor, is a disease of the brain which impairs the power of speech, the memory of words and their co-ordination in speech. He contended that the ascertainment of the true nature of this trouble is well calculated to help the solution of the problem whether speech is independent of language. Messrs. Max Muller and Professor Whitney most strongly incline now to materially opposite views. Muller says that without language there can be no thought; whereas Prof. Whitney maintains that the two are most widely separated. Many of the most eminent physiologists in Europe and this country have turned their attention to the localization of the faculty of speech, and out of 541 cases reported, 513 regard the left anterior convolution of the brain. This supposed and the centre of ideation being differently located, the question arises whether the seat of speech function being injured, the intellect can still continue to perform its work. If it cannot, it is evident that Muller's opinion is correct, that there can be language without speech. The experiments all point in this direction, so that the conclusion reached by Dr. O'Leary, is that aphasia amply proves that language is the instrument of thought.

Dr. Wilson of Cornell University, remarked that he did not intend to discuss the subject at length. These investigations into the physiology of the brain are very important for the influence they will doubtless exert on the psychology of the mind. He had no doubt that the results would compel both the students of physiology, who pursue the merely material phenomena, and the students of mental science, who look merely on the mental side, to change their views and their phraseology. Each will modify the views of the other. I wish chiefly to caution students in this department against accepting too hastily the doctrine of the localization of specific classes of mental phenomena with special parts of the brain—the hemispheres I mean. There is I think just now a little too much tendency in that direction. I think, however, there is already a beginning of a reaction. I doubt whether we shall succeed in thus localizing them. Brown-Sequard has expressed doubts about the inferences which Ferrier has drawn from his experiments and observations. And in fact I learn that Ferrier has begun to doubt them him-

self. Brown-Sequard says he has known cases in which disease began on the left side of the brain, where the faculty of speech is located, with aphasia, then speech returned and disease attacked the corresponding convolutions on the right side, with aphasia again; but finally the power of speech was regained and the disease proceeded until both the anterior lobes were destroyed, and yet the power of speech continued after the loss of those parts or convolutions to which the power of speech has been assigned had become complete.

Principal Aaron White, A. M., of Canastota Union School, read a paper on "Land Surveying as Practiced in the State of New York."

The subject is introduced by an allusion to the rights of the good citizen at home. Land surveying defines and guards the boundaries of the homestead. What is to be said belongs chiefly to the country and not to the city. The method is briefly noticed, also the instruments and the record; then a comparison is made between the work of the "original" surveyor and the work required of those who follow him in these times. The greater part of the paper is made up by presenting, in detail, the causes of uncertainty in retracing old lines. The original work was quite imperfect, no attention paid to the "variation," loose chaining, hilly ground, haste in the work — fifteen miles per day — and no reviews. Nature of the monuments perishable, nearly all now gone, insufficiency of descriptions in deed of conveyance, field notes wanting.

In conclusion, some suggestions were made as to the remedies for this unfortunate condition of affairs. The sovereign power of the State must provide the remedies. The work of surveying should be done by competent persons, having authority to decide, on the spot, all questions relating to boundary lines. The State must furnish a system of permanent monuments; must establish a scientific method of surveying, and must see to it that conveyances, when recorded, shall clearly describe the property to be conveyed. This paper is not presented as a thorough discussion, but is designed to awaken attention and to provoke "investigation."

EVENING SESSION — 8 O'CLOCK.

Instructor W. W. Dawley, A. M., of Amsterdam Academy, read a paper on "School Supervision and State Aid."

The paper shows some of the patent and lamentable defects in our supervising offices, and suggests to modify the present system by the abolishment of the State superintendent's office and the creation of a single body which should control common and normal schools, as well as academies. School commissioners should be appointed by the supervisors of each county, subject to the supervising board proper, and should be paid by a county tax per day for time actually employed in school affairs. Academies should receive State aid, equally with normal schools. They are supplying common school teachers and doing equally laudable work. Normal schools are local and should not receive more than any other institutions doing the same work. State aid should go where it can effect the greatest good to the greatest number. Normal school graduates do not teach in common schools, nor in this State as a general rule: hence, those institutions should receive aid which supply common school instructors.

Principal Isaac O. Best, A. M., of Clinton Grammar School, read a paper on "Instruction in Vocal Music," after which the Convocation adjourned at 9.30 o'clock, to-morrow morning.

SECOND DAY.

THURSDAY — 9.30 O'CLOCK, A. M.

Vice-Chancellor Benedict called the Convocation to order at 9.30 o'clock, and Rev. Dr. Martin led in the use of the Lord's Prayer.

Principal M. P. Cavert, A. M., of Rhinebeck Union School, read a paper on "Prizes in Schools as usually Distributed."

Mr. Cavert said in substance—Your speaker is fully aware that there are at least two opinions on the subject of giving prizes in schools, and that each has its advocates; he also has some appreciation of the difficulties by which the discussion of the subject is surrounded. That both parties are right is not very probable. Much of the difficulty, doubtless, lies in confounding one thing with another—in assuming analogies where none exist, and in making no distinction between emulation and selfish ambition—between a system of *rewards* and a system of prizes. We are to discuss "prizes as usually distributed."

How then is the distribution usually made? Why, generally, to him who shall exhibit the highest grade of scholarship in one or more departments of learning, or to him whose conduct shall be least exceptional, something which, above everybody else, he may carry off as a prize; and not *to all who shall acquit themselves well, a reward*.

To this practice there are many and grave objections; and yet we find men of honesty, learning and talent, who think the practice commendable and defensible. For the purpose of gathering the general opinion of the schools, the following questions were sent to sixty-five colleges and universities in twenty-eight different States:

1. What is the money value of all the prizes that may be given in your institution in a single year?
2. Do the majority in any class strive to gain the prize?
3. Whatever the number at the beginning, how much does that number diminish, as the time for awarding the prize approaches?
4. Are students apt to neglect one study in order that they may gain a prize in another?
5. Are jealousies and animosities and charges of unfairness and injustice apt to grow out of these contests?
6. Do those who win the prizes, as a rule, afterwards distinguish themselves in those particular departments in which their prizes were won?
7. Do they distinguish themselves in other departments, and in practical life, above the majority of their fellows?
8. Weighing all the pros and cons, would you advise the founding of prizes in schools where they do not exist?
9. Would a general statute, authorizing a change of the John Doe medal or prize endowment to the John Doe Library endowment, be desirable?

Omitting the answers to the first question and taking the others in the order of their numbers, the answers were:

2. Seventeen colleges answer No, and two answer Yes.
3. A large majority report a diminution.
4. Eleven answer Yes, seven answer No.
5. Ten answer Yes, eight answer No.
6. Ten answer No, five answer Yes.
7. Eleven answer No, four answer Yes.
8. Twenty-three answer No, six answer Yes.
9. Eight New York colleges answer Yes, one answers No.

Mr. Cavert gave the answers in full to several of the circulars, a number of letters accompanying the answers; or, in place thereof, three letters advocating prizes, used on a former occasion, and then proceeded with a somewhat elaborate argument against prizes in schools as generally distributed, and closed with the following summary:

1. The prize system stimulates the few and fails to stimulate the many. On this point its advocates and opponents generally agree.
2. It acts unfavorably upon the majority, either through discouragement or neglect, or both; and, hence, intellectual harm.
3. It precludes the successful employment of those higher and worthier motives which affect man as a moral and social being, whose right employment better fits him for a true and noble life.
4. It operates unfavorably upon the competitors themselves, in accordance with the well-known law, that a growth produced by unnatural and extraordinary stimulus is abnormal and unhealthy.
5. It has a strong if not a legitimate tendency to unpleasant rivalries, to envyings, enmities, jealousies and hates.
6. It develops and fosters selfishness and pride, never agreeable or desirable in social life.
7. It ignores truth and justice in its assumption of equalities, where, by God's own fiat, equalities do not exist.

The subject of Principal Cavert's paper was discussed by Dr. B. N. Martin, Presidents Raymond and Anderson, Prof. D. S. Martin and Principals Bradley and Curtiss.

Professor Martin observed that the paper just read was original and valuable, and called up many important questions. Without adopting all the views presented in it, there were many of much importance. For himself, and for the institution with which he was connected, he could say that an experience of some years in a free use of the prize system had impressed the faculty with a general distrust of it. We have found that it practically discourages the great body of students. They cannot compete for prizes with the few who are favored, by high adaptation or by peculiar culture in certain departments, and, therefore, they quietly sink down into a contented obscurity. Moreover, those who are thus favored by happy adaptations are tempted to neglect their general culture, and seek eminence in some specific department. Prizes had, within his knowledge, been bestowed upon students highly developed in a particular direction, but unworthy of being recognized as our most meritorious pupils. For these and similar reasons, the whole prize system, with one or two exceptions, had been abandoned in the University of the City of New York, and the funds appropriated to it had been devoted to fellowships, given to those students who had shown the most satisfactory diligence and success in their general studies.

Dr. Anderson, of Rochester University, remarked that the difficulties which Dr. Martin suggested, arising from the neglect of the curriculum generally in order to study for prizes, might be obviated by providing that no student whose standing in all the studies of the college or academy course is not exceptionally high, should be permitted to enter into competition for prizes at all. He remarked that in the institution with which he is connected this method had been practiced with success.

Principal Bradley, of the Albany High School, said that while he concurred in much which was contained in the last paper, he thought it was open to one very serious criticism, in that it offered no substitute for the prizes and medals to which objection was made. Now it is impossible for men to act without motives. Place great motives before them and they will achieve wonders; withdraw those motives and their efforts will cease. How illogical, then, to expect the best results in school work and yet deprive the pupil of all such motives as are held out to the man in active life. A paper of the character of the one just read should propose some substitute for the prizes objected to. He rose to suggest a mode of arousing and stimulating ambition in school which he had found very effective and satisfactory. Let each recitation and other school exercise be marked on a uniform scale, and let these marks be averaged and published once a term or once a year, ranking the various classes from highest to lowest, in the order of their merit, as shown by the general average. Such a method stimulates not only the best, but every scholar in the class.

President Raymond, of Vassar College, called attention to the practical difficulty in the application of these different theories, growing out of the wide variety of character with which the college or the academy has to deal. There will be no difference of opinion as to the theoretical superiority of the motives which have been emphasized in the paper just read — the sense of duty, the excellence of knowledge, and the natural rewards that lie along the course of a noble life, here and hereafter. But the difficulty is to make this motive practically effective on the undeveloped youth, whom it is our business to take where they are and to train them up to what they ought to be.

In almost every school of one or more hundred boys and young men, you will find almost every grade of moral intelligence and sensibility, from the highest to the lowest; and a great variety of motives must be used in order to reach all. The true rule for the educator is to make use of every legitimate motive, according to the necessity of the individual cases, but always in such a way that the lower shall not interfere with the action of the higher, and especially that the moral progress and growth of the school shall not be arrested and held back. For this is a matter of growth in schools, as in communities. Time was, when in all the great schools of Christendom the birch rod and the *school horse* on which the culprit was straddled for the more convenient application of what was then thought to be the *fundamental* motive, were necessary articles of school furniture. And there are still boys in school so low in organization or development as to need this motive in order to wake up higher ones. But schools are fast growing away from the use of the rod, because the *general* moral feeling in our boys and young men has been raised to such a point as to make it needless and hurtful to recognize it as a desirable school motive. Appeals to emulation and the love

of approbation and distinction by prizes, rolls of honor, etc., are far higher, but confessedly not the highest. These are natural feelings and may co-operate with higher, and be used to lead the young up to higher. Employ them for that purpose, but at the same time teach the young aspirant that there are nobler affections, and that it is nobler to be governed by them. Maintain your systems of competition for prizes and honor, but so administer them as to educate your pupils and your schools out of them. The speaker thought that the moral sense of our community and of our best schools and colleges is already considerably farther advanced than is generally suspected, and that it is often the authority of the college which continues to rely on the prize system, more than any prevailing respect among the students themselves, for the system which sustains and gives it effect.

The speaker referred to some passages in his own experience, in the Brooklyn Polytechnic Institute, as confirming this conviction.

Prof. D. S. Martin said that he would simply add, that in the institution which he represented (Rutgers' Female College) there is no system of prizes, and he rejoiced that it is so. The difficulty arising from emulation and jealousy among students, and the almost impossibility of judging wisely and truly between competitors, render the whole system, in the opinion of the speaker, and he believed he could witness for his colleagues, unhappy and undesirable. Furthermore, it is entirely needless. All students who cannot be reached by the sense of duty and of honor, by pride of scholarship and by conscience, simply drop out of Rutgers' college and do not go on and graduate. Those who do thus pass through the course, pass through it usually with diligence and honor, and graduate with high standing. He had no question, that if the marking system and the honors at commencement, which are still retained in the college, were wholly done away, the result would be quite unchanged. He could not speak regarding young pupils and academies, but such was his firm conviction from all his own experience.

Dr. Anderson further remarked that many who deprecate emulation in schools forget that man has been created with susceptibility to various kinds and gradations of motive. It does not follow because a man is desirous of office or army promotion, that he is therefore exclusively selfish or unpatriotic. These motives act like parallel forces in physics, tending in the same direction. A man may be ambitious in the good sense and conscientious at the same time. God did not make a mistake in the creation and constitution of man. Prizes in schools are simply an application of the law of natural selection which prevails throughout human society. Society gives for success in all departments of life. An army in which no prizes in the way of promotion for distinguished ability or bravery, would be demoralized at once. Every French soldier under the old Empire was said to carry a marshal's baton in his knapsack. The possibility of attaining the prize of promotion made every soldier a hero, developed his intelligence and strengthened his character. The system has since been introduced into almost all the armies of the civilized world. Under proper care and supervision prizes may be made healthful and are consistent with the growth of moral character.

Principal Curtiss of Sodus Academy, said he believed that in every employment of life, prizes favorably promote the interests involved.

In county fairs, in all business of peace or war, there are inducements to honorable exertion by way of prizes or titles or honor. Promotion in the army makes many a man a renowned hero who otherwise would be a coward or deserter. In school many a student becomes eminent who would fritter away his whole time in idleness, were it not for the hope of public distinction. The fact that teachers could not discriminate in giving prizes is a fault in teachers, not in a system. Even the Regents foster the prize system by selecting one or more of the most worthy teachers in the State and conferring the degree, at each Convocation, of Ph. D. Do every thing honorable to awaken and promote *emulation*, but do not allow sluggishness and stolid indolence.

A paper on the "Endowment of Higher Institutions for Education of Women," by Prof. Henry J. Van Lennep, D. D., of Ingham University, was read by Mrs. Van Lennep.

The following is an abstract of Dr. Van Lennep's paper:

The condition of woman is a correct criterion of civilization; the provision we make for her education, and particularly the fact that many of our higher schools are open to her, entitle us to a high place among the nations. But the higher education of women, and all which is usually imparted after the age of fifteen, cannot advantageously be carried on in connection with the other sex. Public sentiment is opposed to it; only 2,000 pupils attend the higher mixed schools, while 16,000 prefer the more expensive education which excludes the other sex. This accounts for the fact that the number of women who enjoy the benefit of a higher education bears no adequate proportion to that of the men. The latter exclusively possess 587 institutions and have 51,790 students, while the women have 18,465 pupils in all, and possess but 244 schools. After deducting professional schools, the capital invested in men's schools is forty millions against eleven millions in the girl's schools; while the former had in 1874 an income of three millions and the latter of thirty-three thousand, or as eighty-two to one! The evils of this state of things are very great; they can be removed only by a suitable endowment of the schools for women, and this depends upon the good will of the public.

Dr. Joseph E. King, of Fort Edward, desired to emphasize one thought of the paper, viz., its painfully just arraignment of our time, in its almost total neglect to provide higher education, and make it accessible to precisely that class of young women who most desire it, deserve it, and need it, the daughters of clergymen, of teachers, and of other professional and educated men with slender incomes.

The fault of the time is, not that they who are able to pay for it, the prosperous merchant, the speculator, and the man of inherited wealth, cannot procure the highest education for their daughters, if they shall happen to desire it; but that, while the great colleges of New York and New England, by virtue of special endowments, scholarships and prizes, open their doors to the moneyless young man who knocks thereat, provided only he has manly ambition and manly character, the moneyless young woman, however ambitious or gifted, is practically excluded.

Not a few of the gentlemen sitting in this Convocation, gentlemen now recognized as successful and influential educators themselves, know by experience that the best education our colleges afford *can be com-*

manded by resolute young men ; what with the liberal provisions of the colleges, the superior compensation allowed for the services of male teachers in the winter schools, and the opportunities open to young men for remunerative occupations in the summer vacations.

The problem, how an energetic young man without means can be educated, has often been successfully solved, and that too without humbling his manhood or any service of "dust and ashes." What true statesmanship is now loudly called upon to provide is, that at least corresponding advantages and opportunities should be provided for young women. Let the attention of generous minded men of wealth be called to this need, and let them be urged to supply it.

The question of co-education, or education apart, so temperately discussed by the paper, may be safely left to settle itself by the test of experience.

President Cowles, of the Elmira Female College, said: Mr. Chancellor, I have the honor to represent the first fully chartered female college in this country. Twenty-one years ago the Legislature gave a charter to the Elmira Female College, but with great hesitation and in the face of strong prejudice and some ridicule. It was supposed by some that it was a new department in the interest of social radicalism and women's rights. Yet there were some strong friends who gave the new movement their fullest and strongest sympathy. But we met this great difficulty. A female college was at once brought into somewhat humiliating contrast with older and richer institutions which had a growth of several generations. Colleges a hundred years ago were alike comparatively feeble. They took many years to gain a respectable standing. They were long in coming up to the resources and literary rank of several of our present female colleges, but now these colleges for women are in contrast with colossal institutions which have forgotten their own infancy.

This vast disparity of resources so forcibly presented in the paper we have just heard, is, I believe, a profound mistake, and one fraught with great danger for the future. We must not allow, in the education of society, one sex to get too far away from the other. It will be a sad misfortune to allow educated men to lose respect for the education of women. The college for women should be so noble and strong, so thorough and so ample in means that it shall not be sneered at as if it is only a make believe and feeble imitation of a college. It may seem enthusiastic or ultra, yet it is my sober conviction that it would be far better for society, better for the intellectual growth of the race, better for perpetuity and increase of religious institutions, if this disparity of endowments for the sexes were reversed. Educated mothers will do more for the filling of our male colleges with well prepared students than all the museums and libraries and endowments put together. The colleges for women in this State are still in their infancy, except Vassar, which sprung, like Minerva, from the head of Jove, full armed and equipped for her mission. They well deserve the attention of generous men and especially generous women to give them the means which shall give them a full unquestionable rank by the side of our highest and best colleges.

Vice-President Russel, of Cornell University, expressed his entire sympathy with the spirit of the paper. When we consider that the

girls who are asking for a higher education are to be the mothers of the men who are to carry on our nation and our civilization, the whole question is decided. It is too late now to discuss the right of woman to the best education. If any are to be educated it should be those who are to transmit their intellectuality and improvability to the next generation. But when there are so many institutions of higher education already existing, why demand more? When there are abundant buildings and apparatus and libraries already, why not use them? Because there are not in them provisions for the branches which women wish to follow. Then give to these existing colleges the money which new buildings and duplicate apparatus and duplicate libraries would require and enable these institutions to add to the number of their professors and of the branches of learning, and to multiply the variety of studies which women find necessary. The fact that branches usually pursued by men only are there taught is certainly no objection. Some women even may occasionally need *them*. At Cornell there are two ladies from different parts of the State who are studying architecture. Another lady, daughter of a man who has a farm of 250 acres, is studying agriculture, because she knows that one day she may have to manage that farm. Is there any possible motive of delicacy or taste or common sense which should forbid these women learning the things which they wish to use in their future support? The fact that students in civil engineering and in mechanic arts pursue the highest mathematics, presents no objection to women who desire the highest mathematical education. They attend the professor. What the other members of the class are doing is immaterial. The fact that men are provided for does not compel women to follow those studies unless they wish to do so, and certainly is no reason for keeping them out of the institution. Only strengthen the existing colleges and enable them to add such a variety of studies that the taste and ability and desires of all may be met, and the advantages of the higher education will be open to those who are asking for it.

President Raymond said he was not surprised that the able representative of *Cornell* discerning clearly the claims of women to the amplest provisions for higher education, could see no necessity for making such provisions any where else than at *Ithaca*. But some of us are more favorably situated for answering his question on that point. Without expressing any opinion of his own on the comparative advantages of the mixed and the separate system for the higher education of women, President Raymond referred to the existence of a wide-spread preference in the community — call it prejudice, if you please, it has none the less a controlling power over a multitude of minds — in favor of institutions for young women where they could be surrounded by conditions and placed upon curricula specifically adapted to their wants, and provided with those home-like protections and comforts which would reconcile parents and friends to their entering upon protracted courses of study. Whether we like it or not, these feelings exist and are likely to exist for a long time to come, necessitating the maintenance of such colleges as Elmira, Vassar and Smith, and making their adequate endowment a matter of public interest. Some of us believe, quite irrespective of our theoretical opinions on co-education, that the educational wants of young women are, for the present at least, likely to be better appre-

ciated and cared for in such institutions, than in colleges and universities founded, officered and managed entirely by men and for men, and where the girls are merely let in at a side door and permitted to sit down at the end of the bench and pick up the crumbs that fall from their brothers' table.

Speaking for Vassar, President Raymond said *Amen* to all that had been urged in behalf of "Scholarships for poor girls," and endowments in any form whatever and in any place, which would aid to bring the means of the highest possible culture within the reach of every young woman in the land, who had brains to be cultivated and a desire to educate them for the service of science and the good of men. He believed this to be an educational desideratum, second to none in importance at the present moment.

Professor Selah Howell, A. M., of the Christian Biblical Institute, at Stanfordville, Dutchess county, read a paper on "History in its Relations to Practical Life."

The paper set forth :

1. The importance of wise preparations for the grave duties of life.
2. The fact that in our hurry we have forgotten that, though zeal is commendable, zeal tempered by wisdom is safer.
3. The practical man has usurped the place of the thinker.
4. History, eminently a practical subject, is nevertheless practically ignored.
5. The time is not far off when it (history) will occupy much of the time now given to chemistry and physics.
6. America cannot afford to eschew the world's history. She has too much at stake.
7. Practically speaking, the study of history is the study of human nature.
8. The universality of the necessity for historical study from the very nature and scope of the subject.
9. History shows us plainly that any growth other than symmetrical growth is dangerous.
10. History helps us to know ourselves. It induces modesty. It connects with all humanity. It centralizes the great truth: "There is a Divinity that shapes our ends, rough hew them as we will."

Professor Daniel S. Martin, of Rutgers Female College, observed that he sympathized strongly with the paper just read in many of its aspects, and he had no question that all present would recognize the claim of history to a very high and important place in college education. But there is one point in the paper to which he wished to call attention, viz., the claim made for history that it has a great moral effect and leads men to see God. His own views had long since led him to believe that no intellectual study merely, has, of necessity, any moral influence. The serious and theistic mind certainly finds history to be — as the late Professor Dean of Albany, called it — "God teaching by example." But in the hands of such writers as Mr. Buckle or the eminent author of the work on the "Intellectual Development of Europe," this great idea of mind, plan and purpose, running through all history, is made to disappear wholly and give place to a mere succession of natural laws and circumstances. The same claim is often made for

physical sciences, that we pass thereby "from nature up to nature's God;" but we well know that it is not so in many cases, that science often becomes wholly materialistic and godless. Any study will usually make a man what he is disposed to be. He will see God if he is of a serious and earnest mind, in either history or science; if he is otherwise disposed, he can shut his mind to the great Divine idea in any aspect or department. In the hands of a devout and discerning instructor, however, history is a grand means of stimulating the mind and revealing God in the affairs of man.

The subject was further briefly discussed by Regent Hale and Principal White.

Prof. C. C. Shackford, A. M., of Cornell University, read a paper on "Comparative Literature." The following paragraphs illustrate the character of the paper :

The critical spirit of our day demands the application of the scientific method to literature. General literature is too often vaguely treated; but without this general knowledge of the best thought of all times, literary criticism is inadequate. The only adequate method of treating it is the comparative. The literary productions of all ages can be classed, brought into comparison, and shown to be structurally related.

The comparative treatment traces the analogies that exist between the literary productions of remotest nations and most distant eras, the peculiarities which distinguish each as belonging to a particular period of social and mental development, with the variations in type, and the exceptional peculiarities of climate, race and national institutions. These can all be brought into different groups, be affiliated and their relations shown to the great principles of art embodied in them. No work is isolated or independent.

Illustrations were given from epic and dramatic poetry of principles that apply equally well to all kinds of poetry and prose. Literature is an evolution of germs that can be followed out by the comparative method that is so successful in anatomy, zoology and philology. To consider each nation separately is too tedious and barren; to consider general principles merely, is to lose one's self in abstractions. Each form can be considered in its best examples.

When studied in this way, literature becomes truly humanizing. It is catholic and universal. We can attain in this way a knowledge of the primal ideas embodied in any form. Distinctions of ancient and modern, classical and romantic, disappear. Bibliography is not literature, and a history of authors is not a vital acquaintance with literary history. A true criticism places the mind in the position of a contemporary, with the wider experience given by the ages, and gives a better appreciation of all that has been the choicest heritage of humanity.

Principal Geo. R. Cutting, A. M., of Waterville Union School, read a brief paper entitled "Inter-Academic Competitive Examinations."

This paper called out an animated discussion on the part of the Chair (Regent Hale), Drs. Balcam and King, President Raymond, and Principals Cavert, Rogers and Bradley.

Principal Rogers said : I fully agree with the general principles discussed in the paper now before the Convocation, and fully believe that

competitive examinations in our academies would be productive of good results. I do not agree with the sentiments of Principal Cavert, that specialties in study should, to any great extent, be tolerated. I deem it injurious to the student, and apt to make them men of one idea. We have already too many *hobby riders*. So far as the student receives his intellectual training in our academies, it should be of such a nature as to develop all his mental faculties. Such examinations would make the diplomas given at graduation of equal value; whereas now a diploma given by one academy is of far more value than those given by one where the drill is not so thorough. Higher examinations controlled by the Regents would make scholars stronger and do away with favoritism.

Dr. Balcam offered the following resolution, which was laid over for consideration :

Resolved, That the Regents of the University be requested by this Convocation to institute an examination in advanced studies for academic departments, and to issue certificates to students passing the same; and, if legal, to base the distribution of a portion of the Literature Fund upon the issuing of such certificates.

Chancellor Pruyn invited the Convocation to meet him at his house at the close of the evening session.

AFTERNOON SESSION — 3.30 O'CLOCK.

A paper on "Physical Culture in Colleges," by Captain Thomas Ward, U. S. A., of Union University, was read in his behalf by Dr. Balcam, of Oswego.

President Martin B. Anderson, LL.D., of the University of Rochester, read a paper on "The Voluntary System in University Education."

Vice-President Russel, of Cornell University, replied to the paper which he considered an able, conscientious and manly statement of one side of the question. If what he believed to be the truth could not stand attacks made in that spirit, it ought to be given up, and therefore he should always welcome them. The duty of a community, organized as a State, was, he thought, to provide means of educating its members to the ability of developing themselves and becoming useful members of society, happy in the enjoyment of a fair share of the gifts of the Creator. Whatever was necessary to be taught toward that end, the State had a right to provide the means of teaching. This would embrace the truths of science, the facts of material nature, and the principles which should regulate the relations of men towards one another. He did not know why the State had not the right to provide means of teaching even religion. Experience, however, had shown that the diversities of religious beliefs engendered so much jealousy, narrowness and bigotry that more harm than good had resulted from the attempt. Religion, too, was so nearly allied to conscience; and it was so important that conscience should be left free, that, whatever the right might be, history had shown that such education by the State was inexpedient. He denied that the State could not provide the means of teaching science, because the investigations of science brought up the question of God. If it was the interest of the State that its citizens, in order to improve their manu-

factures, should know the principles of chemistry, the State could not be debarred that right because the analysis of crystals or the laws of combination pointed to a universal intelligence. Nor if navigation was important to a State, was it any reason for not giving its people the means of knowing astronomy that the system of stars moved by rules which led to the belief in an overruling intelligence. The State should provide the machinery and the teachers necessary to the education without consideration of religious bearings. The advantage of centralization in education is that it saves waste. If the apparatus and the libraries of the several colleges in New York could be replaced by one grand library sufficient for all students on all subjects, and one large collection of apparatus sufficient for every investigation, there would be no need of sending our young people to other States or beyond the Atlantic for an education. The fact now is, that out of the city of New York there is not a single collection of apparatus sufficient for instruction in physics, only a telescope in one college, some electrical machinery in others, an air-pump and a few such articles in other colleges, and nowhere the means with which any professor could properly teach physical science. The objection to sectarianism is not that it uses its means to teach sectarian views of religion, but that it interferes with secular education and cuts up and divides means which would be more efficient if put together. He did not advocate one great center of education, nothing was further from his thoughts, but he thought that the different States should provide each for its own people a center of knowledge and education within its own boundaries, and make it a matter of State pride that its people could there get education on every subject without going abroad. The dangers of students being educated to believe in a Godless universe had been alluded to. If men would give the young the opportunities of studying science, and following the ways in which nature works, and of working themselves in the paths of that boundless intelligence which permeates every movement, from that of the countless systems of stars to that of the minute cell and germ, they might cease from any alarm about the growing belief in a Godless universe.

Prof. B. N. Martin observed that the confidence expressed by Vice-President Russel, that if students are led to discern the grand laws and facts of nature, they will infallibly rise to the conception of a ruling Intelligence and an infinite God, seems but imperfectly justified in view of the fact that the very grounds of atheism are now found by many of the most eminent students of nature in France and Germany in those laws themselves. Buchner, with his Matter and Force, is the very type of our modern atheistic philosophy, and the whole force of his views is derived from these physical laws. And yet the State college is not at liberty to teach the being of God and the immortality of the soul, but must only carry the pupil up to the point at which these great conclusions become dimly inferable, and then must stop, without drawing these vital inferences, or inculcating those great truths which the nature of the soul and the necessities of society equally and imperatively demand.

With regard to the policy of concentrating educational institutions, Prof. Martin thought that an important distinction was required between collegiate and professional institutions. The latter must concentrate themselves in the great centers. The law will naturally be taught where there are high courts and great cases and eminent lawyers; medicine must be studied in the great hospitals, and under the instruction of original and

highly cultivated practitioners. Nor is there any ill result from this concentration. Students so far advanced as to be capable of entering upon professional study will know where to go, and have the spirit of study already developed. Thenceforward they will find their way to the seats, though distant, of the advanced instruction which they need.

But with the college it is different. One of its most important influences is to carry the knowledge and the possibility of high education into every part of the State, that every child who grows up with talents worthy of cultivation may know the possibilities which exist for his development. Plant your colleges, then, in all parts of the State, that they may shed light around them, and impart their stimulus to our whole population. Without this diffusion the youth of remote districts would grow up without knowing what provision has been made for education, or feeling the stimulus to seek it. But now each one of our twenty-five colleges appeals to every aspiring youth around it. The promising pupil in a rural academy sees the college on the hill twenty miles away, and knows that it exists for just such youths as himself. Some early friend has gone there, he has attended its commencements, and the ambition for such culture spreads to every secluded hamlet and every farmer's home, till the whole population becomes pervaded with some love of learning. Then, too, the college — at first weak and meager — appeals to the local feeling for its support. It finds friends, patrons and benefactors till it stands, after a generation or two, endowed, enriched, and prepared to benefit future generations.

EVENING SESSION — 8 O'CLOCK.

Professor S. Edward Warren, A. M., formerly of the Rensselaer Polytechnic Institute, now of Newton, Mass., read a paper on "Technical Education."

After a brief introduction explaining that a subject to which general attention had been only quite recently drawn, should not be treated too dogmatically, the paper proceeded to discuss industrial drawing as a branch of education, under the following general heads: 1. *The principal kinds of schools*, general and special, and the former in two parallel lines, one predominantly *humanistic* as devoted to the study of man, the other predominantly *naturalistic* as devoted to the study of nature. 2. *The main divisions of drawing*, as fine art and industrial. Passing over the former, the latter exists in two broadly marked divisions, free-hand and instrumental, each with numerous sub-divisions and each having an equally wide and important demand. 3. *Various classes of pupils*, those destined to be farmers, merchants, mechanics and artisans, and candidates for higher scientific education. 4. *Questions and suggestions* relating to the study of drawing of various kinds by the various classes of pupils.

1. Which of all the pupils need drawing? Artisans and mechanics more than farmers and merchants, for which last two classes it may generally well be optional. 2. *How much drawing*. The elements for ordinary workmen and preparatory students; a full course for superintendents, foremen, draughtsmen and professional engineering and architectural students. 3. What kind of drawing? Mainly ornamental design, whether of solid forms as furniture and pottery, or of surface

decoration for artisans, and mainly instrumental drawing for mechanics distinctively so called. 4. How far industrial in public schools; and 5, where obtained? Very doubtful if it should be given in common schools and academies, further than to reveal the industrial talent therein existing, and to students who are preparing for higher institutions, of engineering, etc. Then the school training of artisan decorators, designers, would but be completed by continuous work in separate trade schools. 6. How many of the sub-divisions of all industrial drawing should be taught to each pupil? Generally and principally such only as he will use in his special trade. 7. Whence shall teachers be obtained? From schools of design, like the Cooper Institute and others, normal art schools and engineering schools; but as very highly important to a richly and healthily all-sided industrial art development of the whole nation, the more different and independent State systems the better, thus following nature in the variety and distribution of her works.

On motion of Dr. Welch, chairman of the executive committee, in view of the fact that Professor Warren is from a sister State, the thanks of the Convocation were presented for this valuable paper.

A historical sketch of the Troy Female Seminary, prepared by Mrs. J. H. Willard, for the centennial year, was read by J. H. Peck, Esq.

The Convocation then adjourned to 9.30 A. M., to-morrow, and the members repaired to the Chancellor's residence, pursuant to his invitation given at the morning session.

THIRD DAY.

CLOSING SESSION, 9.30 O'CLOCK.

Rev. Dr. Welch led the Convocation in the use of the Lord's Prayer.

Prof. Otis H. Robinson, A. M., of the University of Rochester, read a paper on "The Administration and Care of College Libraries."

A college library is a magnificent educational apparatus. Students should be educated in it to be intelligent readers. The importance of this is much greater now than when books were rare. The young graduate of to-day has to enter the list for intellectual leadership among men who are constant and careful readers. What, then, should the administration of a college library be?

1. As to its growth, classification and the facilities for making it accessible.

2. As to the nature and extent of the privileges to be granted to readers.

3. As to the instruction in its use to be given to students.

First. Its growth should be around the central ideas of the different departments of instruction, and its classification based upon that of the studies and lectures in the curriculum. There is no agreement among librarians as to cataloguing. The card system is coming rapidly into use. If it is to prevail, there should be co-operation in the making of cards. All might have better cards and have them printed at less expense than they can make them. There is now a great and needless

waste of energy in making them. All the valuable monographs of a library should be indexed. I have more indexed essays and other short articles in my library than volumes. These are of very great use in many ways.

Second. In giving privileges to readers, the highest working power of the library should be aimed at first, and secondly, its preservation. With the exception of rare and costly books, it is very easy to replace all that would be lost by the most liberal use, and to provide duplicates where such use requires them. By all means then let the students have the books to read in the freedom of their homes or rooms. Students should also be allowed, under proper regulations and restrictions, to go to the cases and take the books down, and so study the library as a whole. Stated times might be set for this privilege apart from the regular daily use of the library. Nothing encourages reading habits more than this; nothing conduces more to broad and self-reliant scholarship than the habit, made possible by this privilege, of investigating subjects independently in a large library, and yet it is a privilege not generally granted. Librarians have studied how to get books and preserve them more than how to use them. I do not write mere theory on this subject, but the result of more than ten years' experience.

Third. Students should be under the systematic instruction of a scholarly librarian in the formation of their habits of reading and investigation. A brief course of lectures might be given, to be followed by continued personal examination and instruction. Students should be taught how to learn about a book before reading it; how to put questions to a library and find their answers in all the different departments, and how to plan and pursue general courses of reading. If officers of instruction will do all this work, well; but where no one is personally responsible for it, it is very likely to be neglected. Give the librarian the responsibility of it, the credit of it and the pay for it; select him with reference to it as an educator, and much good will be done.

A paper on "The Teacher as a Citizen," was read by Jonathan Tenney, A. M., late Deputy Superintendent of Public Instruction.

Mr. Cavert said: The gentleman is clearly a native of New England, and asserts the New Englander's belief that Boston is the hub, and that everything revolves about New England. "Our New England fathers first established public free schools." Now it is high time that a protest be made against this claim of the "universal *guessing* nation." New England can show school legislation (according to White's History of Education in Massachusetts) dating 1636. New York can show school legislation (according to Pratt's Annals) dating 1629. New England shows no school previous to the date of its first legislation. New York shows the establishment of a free school in 1633 — a school still in existence in connection with the Collegiate Reformed Church of the city of New York. Free schools have been known in New York from its first foundation as a colony. The first permanent school law of the State, the law of 1812, was a free school law. Unfortunately the money provided was not sufficient to run the schools for the legal time, three months, and in 1814 we borrowed the rate-bill system from Connecticut. In 1849 we again passed a free school law, which was afterwards repealed from political considerations, and it was not till 1867 that all parties agreed to a free school law which we hope will be permanent. The free

school idea was not lost by the passage of the law of 1814, only held in abeyance. Free schools have been known in New York during its entire existence — State and colonial.

Principal Ezra B. Fancher, of Seneca Falls Academy, read a paper on "The Duties of the Teacher to Himself."

Prof. B. W. Putnam, of Boston, made a statement in regard to the collection of industrial drawing specimens at the Centennial Exhibition at Philadelphia.

The Chancellor stated that he regretted to announce the inability of Governor Seymour, by reason of illness, to complete the paper which he expected to read before the Convocation at this time, and also read an extract from a letter received by the Secretary from Governor Seymour in regard to the matter, in which he referred to his wish to bring out some points in the history of our State, which he thinks have been overlooked.

Whereupon, Dr. Wilson, of Cornell University, offered the following resolutions:

Resolved, That this Convocation, having heard the letter of Governor Seymour to Secretary Woolworth, express their deep regret at his inability to be present at this meeting; and the more so as we are thereby deprived of instructions and counsels on this occasion which could not have failed to prove very opportune and valuable, and which, as we believe, could scarcely have come from any one else.

Resolved, That we express our sympathy with Governor Seymour in his present illness, and hope and pray for his speedy restoration to health and the long continuance of his honorable and useful life.

The above resolutions were seconded by Dr. Welch, of Union University, with appropriate remarks.

The vote on the resolutions was then taken, all the members of the Convocation rising in their places, and they were unanimously adopted.

On the motion of Dr. Fisher, of the College of the City of New York, it was also

Resolved, That the Convocation request Governor Seymour, at his convenience, to complete the paper which he had thus intended to present, and deliver it to the Secretary, in order that it may be published with the proceedings of the Convocation.

Papers having also been expected from Professor Tayler Lewis and Chancellor Crosby, which they have not been able to furnish, a similar request to that made to Governor Seymour was adopted with regard to each of them.

A paper by Professor Isaac H. Hall, Ph. D., of the Protestant College at Beirut, Syria, on "Cypriote Antiquities and Inscriptions," was read by title and ordered printed as part of the Convocation proceedings.

A number of histories of literary institutions throughout the State, prepared at the suggestion of the Executive Committee, for this Centen-

nial year, were presented, and, on motion of Dr. Wilson, the Convocation recommended that these histories be printed in connection with the proceedings of this Convocation.

Principal Thompson moved that the catalogue for the current year, with any historical matter annexed, be solicited from each institution represented in the Convocation, for preservation among the valuable papers at the office of the Regents, which motion was adopted.

Under the head of University Necrology, Secretary Woolworth announced the decease of the following members of the Convocation during the past year:

Regents Prosper M. Wetmore, Wm. H. Goodwin and Horatio G. Warner; Trustees Ira Harris and John J. Knox; Prof. James H. Armsby and Principal Bernice D. Ames. Other names may be added to this list, for the permanent records of the Convocation.

On motion of President Raymond,

Resolved, That a committee be appointed to consider the subject of cataloguing and indexing college and school libraries, and, if found feasible, to report some plan of co-operation, with a view to secure the best results for all, at the least expense.

The committee, as subsequently appointed, consists of the following members: Prof. Otis H. Robinson, Rochester University; Prof. Willard Fiske, Cornell University; Prof. Truman J. Backus, Vassar College; Dr. Charles W. Bennett, Syracuse University; Dr. Henry A. Homes, State Library.

The Chancellor was authorized to appoint the executive committee for the ensuing year.

Instructor McAfee called up the resolution introduced yesterday by Dr. Balcam, and moved an amendment, which was adopted. The resolution as amended, was adopted as follows :

Resolved, That the Regents of the University be requested by this Convocation to make out an appropriate course of advanced studies, and institute examinations for the academic departments, and to issue certificates to students passing the same, as soon as arrangements can be made for the purpose.

• The Convocation then adjourned, and the benediction was pronounced by Rev. Dr. Potter, President of Union University.

REGISTERED MEMBERS OF THE CONVOCATION.

1876.

BOARD OF REGENTS.

JOHN V. L. PRUYN, LL. D., <i>Chancellor of the University</i>	Albany.
ERASTUS C. BENEDICT, LL. D., <i>Vice-Chancellor</i>	New York.
JOHN BIGELOW, <i>Secretary of State</i>	Albany.
ROBERT S. HALE, LL. D.	Elizabethtown.
ANSON J. UPSON, D. D.	Albany.
WILLIAM L. BOSTWICK.....	Ithaca.
SAMUEL B. WOOLWORTH, LL. D., <i>Secretary</i>	Albany.
DANIEL J. PRATT, PH. D., <i>Assistant Secretary</i>	Albany.

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Hamilton College. — Professor N. W. Goertner, D. D.

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St. John's College. — President F. W. Gockeln; Professor M. P. Costin.

University of Rochester. — President Martin B. Anderson, LL. D.; Professor Otis H. Robinson.

Elmira Female College. — President Augustus W. Cowles, D. D.

Ingham University. — Professor Henry J. Van Lennep, D. D.; Mrs. Van Lennep.

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Vassar College. — President John H. Raymond, LL. D.

Manhattan College. — Brother Anthony, Director; Professor C. M. O'Leary, Ph. D.

Cornell University. — Vice-President Wm. C. Russel; Professors Wm. D. Wilson, D. D., LL. D., L. H. D.; C. C. Shackford.

College of the City of New York. — Professor Adolph Werner; Tutor Eustace W. Fisher.

Rutgers Female College. — Professor Daniel S. Martin.

Rensselaer Polytechnic Institute. — Ex-Professor S. Edward Warren.

Christian Biblical Institute, Stanfordville. — Professor Selah Howell.

State Normal School (Albany). — Instructress Kate Stoneman.

New York State Library. — Librarians Henry A. Homes, LL. D., Stephen B. Griswold, George R. Howell.

New York State Museum of Natural History. — Entomologist J. A. Lintner.

American Geographical Society. — Vice-President Francis A. Stout; General Secretary James T. Gardner.

ACADEMIES, ETC.

Adelphi Academy. — Instructor F. W. Osborn.

Albany Female Academy. — Miss Louisa Ostrom, Principal.

Albany High School. — Principal John E. Bradley; Instructors Chas. W. Cole, O. D. Robinson, R. Prescott.

Albany Public Schools. — Principals Levi Cass, J. L. Bothwell.

Amsterdam Academy. — Principal W. W. Thompson; Instructor W. W. Dawley.

Angola Union School (Acad. Dept.) — Principal W. H. Benedict.

Bainbridge Union School (Acad. Dept.) — Principal A. G. Kilmer; Trustee J. D. Meacham.

Baldwinsville Free Academy. — Principal A. E. Lasher.

Canandaigua Academy. — Principal Noah T. Clarke, Ph. D.

Canastota Union School (Acad. Dept.) — Principal Aaron White.

Canisteo Academy. — Principal Wellington La Monte.

Claverack Academy and H. R. Institute. — Instructor Robert C. Flack.

Clinton Grammar School (Male Dept.) — Principal Isaac O. Best.

Cobleskill Union School (Acad. Dept.) — Principal R. P. Orr.

Corning Free Academy. — Principal Henry A. Balcam, Ph. D.

Dansville Seminary. — Principal S. H. Goodyear; Mrs. Goodyear.

Egberts High School and Cohoes Public Schools. — Superintendent Oliver W. Steves.

Fort Edward Collegiate Institute. — Principal Joseph E. King, D.D., Ph. D.

Fort Edward Union School (Acad. Dept.) — Principal Daniel C. Farr.

Fort Plain Seminary and Female Collegiate Institute. — Instructor A. L. McMillan.

Greene Union School (Acad. Dept.) — Principal E. W. Rogers.

Griffith Institute. — Rev. J. A. Wells, D. D.

Hartwick Seminary. — Principal James Pitcher; Mrs. Pitcher; Trustee Irving Magee, D. D.

Holland Patent Union School (Acad. Dept.) — Principal James H. Brinsmaid.

Hungerford Collegiate Institute. — Principal Albert B. Watkins, Ph. D.

- Johnstown Union School (Acad. Dept.) — Principal Wm. S. Snyder.
 Lawrenceville Academy. — Principal E. M. Sharon.
 Monticello Academy. — Principal Francis G. Snook.
 New Berlin Academy. — Principal James M. Sprague.
 Oswego Boys' English and Classical Institute. — Principal E. J. Hamilton, Ph. D.
 Peekskill Academy. — Principal Charles J. Wright.
 Pulaski Academy. — Principal S. Duffy.
 Sandy Hill Union School (Acad. Dept.) — Principal Wm. McLaren.
 Saratoga Springs Union School (Acad. Dept.) — Superintendent Levi S. Packard.
 Schoharie Union School (Acad. Dept.) — Principal Solomon Sias.
 Seneca Falls Free Academy. — Principal E. B. Fancher.
 Skaneateles Union School (Acad. Dept.) — Principal A. M. Wright.
 Sodus Academy. — Principal Elisha Curtiss.
 S. S. Seward Institute (Female Dept.) — Mrs. G. W. Seward, Principal.
 Washington Free Academy. — Principal J. A. McFarland; Trustee James Gibson.
 Waterford Union School (Acad. Dept.) — Principal E. E. Ashley.
 Watertown High School. — Principal W. K. Wickes.
 Waterville Union School (Acad. Dept.) — Principal Geo. R. Cutting.
 West Winfield Academy. — Principal A. K. Goodier.
 Woodhull Academy. — Principal Daniel H. Cobb.
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John G. Lansing, Cairo, Egypt.
 Wm. H. Whitney, New York city.
 George W. Hough, Albany.
 Miss M. M. Everts, Chicago, Ill.
 Rev. John James, D. D., Albany.
 Rev. Chas. Devol, M. D., Albany.
 C. W. Bardeen, *School Bulletin*.
 Geo. H. Quay, West Albany.
 L. D. Vose, School Commissioner, Tioga county.
 H. M. Paine, M. D., Albany.
 Rev. John A. Paine, Albany.
 Miss Emily Bailey, Albany.
 Jonathan Tenney, Albany.

A PLEA FOR THE STUDY OF LATIN.

By Rev. JOHN A. WELLS, A. M.,
Griffith Institutè, Springville.

As in a river, there are eddying currents that seem to flow backward, so, in the general march of human progress, there are often found apparent backward movements, which, however, always come around and flow on with the stream.

Classical learning is in popular disrepute in the present generation, but not on account of any inherent unworthiness. It is, rather, in consequence of the unusual attraction of popular interest, at the present time, to the natural sciences, and also, of an undue prominence given to the idea of utility in education. The natural sciences are, indeed, of great value, and there can be no doubt that they will always occupy a prominent place in the pursuits of the scholar; yet, the special lead which they are now taking must be regarded as only temporary; and so of what is called a practical education. The abnormal importance given to it, at present, by the recent wonderful development of material resources and wealth, must, also, at some time, cease to call off the attention of the scholar from classical learning. A system of education which has for its object the development and the training of the mental faculties, the cultivation of true manliness, the storing of the mind with lofty and pure sentiments, and the disciplining of the man to carry himself agreeably to the manners of good society, must, by the necessities of human nature, always claim and receive a large share of the favor of an enlightened public opinion. This is what classical learning aims to do, and, as we shall endeavor to show, is adapted to accomplish. It must always hold a leading place in the march of human progress.

The Latin language, by its connections with other languages, both ancient and modern, is justly considered the gateway of all literature. Every consideration by which the value of literary studies is made to appear, also shows the value of a knowledge of the Latin language.

Perhaps, here we stand on debatable ground. There are those who, in their high estimate of the physical sciences, set a correspondingly low estimate upon literature. A sufficient reply to those who so underrate literature, may be given by simply showing some of the grounds of its importance.

Ideas and thoughts live forever. Each generation retains the sum and substance of the intellectual life of its predecessors, to which it

adds somewhat from its own experience. The sum and essence of what one generation thinks becomes the sentiment and the assumed truth of the generation following, to which they add the results of their own thinking. The intelligence of the world to-day is not merely what the present generation has discovered; the conscious thinking of the present generation is the mere surface, the blustering foam, so to speak, on the surface of the solid universal intelligence of this day. *That* is rather the sum total of the intelligence of all past generations, successively transmitted and modified by the experiences of each age, and consisting, not, indeed, in specific facts, but in the sentiments and the assumed principles which form the basis of character and the ultimate reasons of action.

Literature is the recorded thought of any age or nation. The literature of any generation may be taken to represent the state of the intelligence of that generation. A people must have arrived at a tolerably high degree of intelligence to produce a literature. The writings of only leading minds, which still represent the current intelligence of the mass of the people, are preserved and transmitted to succeeding ages.

In Hebrew literature we have the best thoughts of the Hebrew nation for many centuries.

In the literature of Greece, and in that of Rome, we have the thoughts, the ideas and the result of all the experiences of those two enlightened peoples for many generations, handed down to us as they existed in their best form in their most enlightened minds. We have their knowledge of history, their researches in philosophy, their speculations in metaphysics and theology, the graces of their poetry and the glow of their eloquence. In the record of their thoughts we come into direct contact with their minds; we become their intimates; we learn their characters and we know what they knew. We thus, in literature, become acquainted with the state of the human mind in the successive stages of the development of the universal intelligence. In the literature of cotemporary civilized nations we appropriate their intellectual wealth to build up our own intelligence. In the literature of our own race we find expressed, in our own form of speech, all that our fathers knew, and the general thought of our cotemporaries, to which we add our own experience. Is not literature valuable, then, as a means for the building up of our intelligence, for the cultivation of our minds, and for the development of our manhood? If the object of education were nothing more than the discovery of facts and the laws of nature, or to teach us the art of accumulating wealth, then all this knowledge of the human mind in the various stages of the growth of universal intelligence might be treated lightly. But if the development of the highest manliness and fitting the youth to take an honorable

rank in society be understood to constitute the chief importance of an education, then literature is indispensable. No comparison need be made between it and physical science, to determine which has more of utility. We simply demand: Is not literature worthy of all the consideration which it is possible for us to give it?

The Latin language is the main entrance to the whole circle of literary studies.

The Greek language sustains such a relation to Latin that one who only intends to learn Greek would do well to learn Latin first.

The modern languages of southern Europe are all derived from Latin, and are so related to it that one who has well mastered Latin has already accomplished half of the task of learning several of them. Even German is much facilitated by a knowledge of Latin.

But, to us, a much more easily appreciated benefit of Latin is the aid which it gives in the full understanding of our own language.

The full measure of influence which the Latin language has exerted upon our own, as we now have it, has hardly been appreciated, even by the makers of our dictionaries. At least one-half of all the words of the English language in actual use are of Latin origin. The variety of opinions in reference to the extent of Latin influence in our language is wonderful. Most writers on the English language have seemed to follow a passion for exalting the importance of the Anglo-Saxon element. This has led them to undervalue the foreign element. Accordingly, Worcester quotes Henry Rogers as authority for fixing the number of English words at 38,000, of which 23,000 are Anglo-Saxon, leaving 15,000 for the total of all foreign words; yet he immediately afterwards admits that the proportion of foreign words may be much greater, even amounting to an equality with the Teutonic.

Webster states that words of foreign origin are a decided majority of the whole, and that four-fifths of the foreign words are of Latin origin.

Max Müller gives M. Thomerel credit for having ascertained, by counting all the words in two large dictionaries, that, of a total of 43,566 words, 29,853 came from classic sources, and 13,230 from Anglo-Saxon or Teutonic.

Shaw's English Literature gives the proportion of Anglo-Saxon words to those of classic origin as two to three, *i. e.*, two-fifths Anglo-Saxon and three-fifths classical.

Prof. Whitney states, that of the whole number of words in the English dictionary, two-sevenths only are of Anglo-Saxon origin and five-sevenths are classical. Here is, certainly, variety enough in the statements of learned men to drive any person, who is desirous of knowing what he knows with certainty, to search for himself. I regret

exceedingly that, since I engaged to prepare this paper, my time has been so much occupied with other duties, that I have not been able to complete the count and classification of words which I intended, and hope hereafter to accomplish ; yet I have proceeded far enough in the work to convince me that the truth is with those who have made the higher estimate of the influence of Latin in our language.

One reason for the disagreeing statements of different writers on English words is, that there is yet no generally received standard according to which words are counted and classified.

It is not settled what words are to be rejected as obsolete.

Compound words are usually counted as so many distinct words ; but it is obvious that by this process many words are counted several times over. Thus, for example, the word "horse," united with other words, forms sixty-eight compounds; counting it as a noun, and again as a verb, and the sixty-eight compounds, make a total of seventy words. Instead of seventy there is really but one. "Coal" is in like manner counted thirty times where it should be but once. "House," twenty-seven times; "head" thirty-eight, and "hand" fifty-three. The same word is generally counted as a noun and again as a verb, and often again as an adjective. Strictly, in all these cases, the word ought to be counted but once. On this plan the number and proportion of Anglo-Saxon words would be greatly reduced.

Of the words of classic origin, a very large proportion are Latin: Webster says four-fifths. It is at least that, and enough to give more than half of all our words as of Latin derivation. An accurate census would tend to increase rather than to diminish this Latin preponderance. Can the study of a language which makes us acquainted with so large an element of our native speech be regarded as of small importance?

But the strength of the argument, however, does not depend upon our knowing the exact proportion of the different elements of one language to each other. It is sufficient that we know that Latin enters very largely into the composition of English speech. That can be made to appear with convincing force by simply running over the columns of a dictionary for a few hours. Any person competent to distinguish words as to their origin may satisfy himself. In a late work, entitled "A Hand-book of Etymology," by William W. Smith, there is a list of derivative words arranged in classes under the heads of the language from which they are derived. In that list are given 658 Latin root words, from which are derived 3,910 English words. This list includes, of course, but a small part of the Latin words that have found their way into English and but a small part of the English words derived from Latin. But it is a convenient and impressive illustration of the import-

ance of studying Latin in order to our thoroughly understanding our own speech.

English words are modified by 100 prefixes, of which only thirteen are of Anglo-Saxon origin, nineteen are Greek, and sixty-eight are Latin.

Here are so many words, making up so large a part of our language, which are derived from words in the Latin language, and all retain more or less fully the distinct and well-defined meaning which they had in that language. It is difficult, if not impossible, to understand fully the meaning of these words without some knowledge of the meaning which they bore in their original usage. This difficulty may be best illustrated by a few examples. Take the word "puerile." A person who has no knowledge of the origin of the word, but who attempts to understand it from its English use, will be likely to take it to mean "trifling" or "inconsiderate." His idea is very imperfect as compared with that of him who knows that it is derived from "puer," a boy, and that, therefore, it must mean "boyish." That is a general idea, comprehending the several special ideas which are frequently expressed by it. Take the word "illustrate." A mere English scholar will hardly get beyond the special sense which is tied to that of an experiment or an example. The classical scholar, knowing that it is derived from "illustro," which means to shine upon, takes it in the general sense to make a subject clear to be understood by throwing light upon it. Understanding the general meaning of the word, he may, of course, apply it in particular senses as he chooses.

Take "amiable." The mere English scholar will be likely to understand it in the sense of "peaceable," or "kind." Here is a failure to comprehend the full meaning. It is only a partial and special sense. He who knows that it is from "amabilis," that which may be loved, gets a general idea, comprehending all of those particular qualities for which a person may be loved. So, in general, one who does not know the meaning of derivative words in their primitive usage, gains only narrow and special ideas from them, while a person who studies them etymologically comprehends their general signification.

The effect of this study goes farther than a mere knowledge of the meaning of words. By it one acquires general ideas, characteristic of the educated mind. He gains a breadth and comprehensiveness of thought which he who learns the English tongue only by observation of the special use of words, seldom, if ever, attains.

General ideas are indispensable to the furnishing of the educated intellect. Particular ideas, or thoughts all running to particulars, mark the childhood of the human mind; general ideas, comprehending many particulars, are indications of manhood. It is very difficult, not

to say impossible, for a person to learn the English language and understand it so as to use it in the large and comprehensive sense of an educated man, who does not know the meaning of the words he uses in the language from which they were taken. This fact is so obvious that any person who is skilled in the use of language can readily, by the words of any speaker or writer, distinguish whether he is a classical scholar or not. There is a breadth and comprehensiveness in the thoughts of him who has studied well the languages from which English words are derived, which sound manlike and mature in comparison with the seeming childishness of the thoughts of him who only knows his words in the particular senses in which he has heard them used.

Again, we should notice that our words of Latin origin mostly express ideas general and comprehensive, such as belong to the cultivated and reflecting mind, while those of Anglo-Saxon origin are definite and particular, such as are learned in childhood and are used mostly by uneducated persons. Anglo-Saxon words can be used correctly by uneducated people, but those of Latin origin require some cultivation of mind to use them without danger of impropriety. Any peasant or laborer who has never spent a term in school can use words coming from the old English vernacular with sufficient accuracy for his business of life. He can say farm, field, house, barn, plow, sow, run, walk, buy, sell, good, bad, night, day, hot, cold, etc. ; all words that express simple, special ideas without danger of mistake. But it requires more mental cultivation to use words of Latin origin correctly. For example, the uneducated man will express a certain idea in his mind by the word "work," the man of more enlarged mind will express his thought by the word "labor," a Latin word of more extensive meaning. The use of such words as agriculture, economy, temperance, prudence, perseverance, parsimony, commerce, pecuniary, financial, scientific, literary, etc., mark a higher degree of cultivation and a greater breadth of mind than the use of common words of Anglo-Saxon origin.

The English mind before the Norman invasion was low and childish in its development. The effect of the conquest upon the nation was a higher cultivation and the possession of words capable of expressing a higher range of thought. But those more largely expressive words are almost all foreign and originally Latin. They are necessary to convey the ideas of the educated man. He must use them ; but he cannot use them with safety unless he knows them in the original language. Hence, the importance to the educated man of a familiar acquaintance with the Latin tongue.

Another consideration showing the importance of Latin study is the large part of the words of that language that have found their way, in one form or another, into English. In the list of verbs which occur

most frequently in the student's course of reading, as given in Andrews & Stodard's *Latin Grammar*, there are 1,237 verbs, of which 889 are found in some form in English. Some of them enter into the composition of many English words. Any person who will take the pains to look along the columns of a Latin Dictionary will notice, perhaps with surprise, the large number of Latin words that have been transformed to English. I may be speaking within bounds, if I say three-fourths of all the radical words in the Latin language, excluding proper names, are, in some form, living speech in our native tongue. It is not a dead language. It lives to-day wherever there is an Englishman, or the descendant of an Englishman, to speak his native tongue. We have the very thoughts of the men of ancient Rome embalmed in the forms of our own speech. We are surely under some obligation to study well that venerable speech which has spared so large a portion of itself to make up our own.

The appeal to those who are ambitious of mastering the languages of modern Europe, may be made in a still louder tone. Italian, Spanish, and French are still more indebted to Latin than English is. It is safe to say four-fifths of the whole Latin language, exclusive of proper names, is, to-day, living speech in the languages of Southern Europe. He who would master them, or any of them, should master Latin first.

It deserves, also, to be mentioned, that the great number of technical, scientific and professional terms, now in use, derived from the Latin and Greek languages, renders it almost indispensable, that a person who would read intelligently on subjects involving the use of such terms, should understand those languages — especially Latin.

The mental discipline of studying a foreign language is of the most important kind. It is, in an eminent degree, humanizing. It brings the mind into direct contact with other minds, and enriches it with their thoughts. It is the study of human nature. It tends to cultivate those qualities of mind which are useful in the intercourse of man with man. It develops the powers of thought, imagination and expression. It trains a person to think correctly, to give expression to his ideas, as he thinks, and to remember what he thinks, what he says and how he says it. These are peculiarities of the educated mind. There is no language equal to the Latin for this purpose. I confidently appeal to any experienced teacher for a confirmation of this opinion.

The effect of the study of the Latin language on the characters of young people, and upon the prosperity of schools, is a good reason for promoting it. It is observed that whenever a young man has made some progress in Latin, a change appears in him. His boyish tastes begin to disappear; he outgrows his former ideas, and begins to look up with aspiration to a higher manhood.

Mankind are arranged in orders of different rank, which, though not distinguished by visible badges, are yet real and consciously felt, even when not acknowledged. There is an aristocracy of intellect, of taste and propriety, of refined and well ordered thought, into which aspiring youth always seeks admission. The position which the Latin language occupies in relation to all literary culture, is such that it is almost universally recognized as the vestibule through which aspiring youth must pass in gaining that distinction. When young people have learned enough of Latin to begin to enjoy it, they feel themselves drawn upwards as by a new inspiration towards this higher rank of mind. Accordingly, it is found that academies almost invariably sustain a rank and prosperity in keeping with the attention which they give to Latin. This is what our colleges and universities need. Classical schools of preparation are the feeders on which their life depends. When the youth begins to feel the inspiration which classic study gives him, he looks forward to the college. If our youth were rightly directed in this course, our colleges would have no lack of students, and society would be filled with educated men.

PRIZES IN SCHOOLS, AS USUALLY DISTRIBUTED.

By Principal MICHAEL P. CAVERT, A. M.,
Rhinebeck Union School.

MR. CHANCELLOR, AND GENTLEMEN OF THE CONVOCATION. — Your speaker is fully aware that there are at least two opinions on the subject of giving prizes in schools, and that each has its advocates. He also has some appreciation of the difficulties by which the discussion of the subject is surrounded. That both parties are right is not very probable. Much of the difficulty, doubtless, lies in confounding one thing with another; in assuming analogies where none exist; and in making no distinction between emulation and selfish ambition; between a system of *rewards* and a system of *prizes*. We are to discuss "Prizes, as usually distributed." How, then, is the distribution usually made? Why, generally to him who shall exhibit the highest grade of scholarship in one or more departments of learning, or to him whose conduct shall be least exceptional, something which, above everybody else, he may carry off as a prize; and not to *all who shall acquit themselves well*, a reward.

To this practice there are many and grave objections. And yet we find men of honesty, of learning and of talent, who think the practice commendable and defensible.

For the purpose of gathering the general opinion of the schools, and also in hopes of obtaining the arguments especially of those favoring prizes, the following circular was sent to forty colleges and universities in twenty-seven other States, and to all the colleges and universities and forty of the academies in our own State, and to six theological seminaries in our own and other States:

CIRCULAR TO OFFICERS OF COLLEGES, ACADEMIES AND OTHER SCHOOLS.

RHINEBECK, N. Y., *May 6, 1876.*

SIR. — It is proposed to canvass to some extent, at the next meeting of the Convocation of the University of the State of New York, the *practice of giving prizes* in our schools. To do this intelligently, we ask for any facts or experience you may have, and be disposed to give, or any opinion for or against such practice which you may have formed from observation. We propose to use what we thus obtain, if at all, in such way that the name of no person or school shall be mentioned, or be so alluded to as to be identified, unless permission so to do is first obtained. Whether

you write a letter or not, will you please supply answers to the following questions, and return the slip containing them to

Respectfully yours.

M. P. CAVERT.

1. What is the money value of all the prizes that may be given in your institution in a single year?.....
2. Do the majority in any class strive to gain the prize?.....
3. Whatever the number at the beginning, how much does that number diminish, as the time for awarding the prize approaches?.....
4. Are students apt to neglect one study in order that they may gain a prize in another?.....
5. Are jealousies and animosities, and charges of unfairness and injustice, apt to grow out of these contests?.....
6. Do those who win the prizes, as a rule, afterwards distinguish themselves in those particular departments in which their prizes were won?....
7. Do they distinguish themselves in other departments, and in practical life, above the majority of their fellows?
8. Weighing all the pros and cons, would you advise the founding of prizes in schools where they do not exist?
9. Would a general statute authorizing a change of the John Doe Medal or Prize endowment to the John Doe Library endowment be desirable?...

(Signed)

I give a few of the answers by number, premising that questions one and nine were submitted only to the New York schools, and where they have answered the first question, as the amount would be likely to identify the school, I do not use it.

2. Never.
3. We do not require announcement in advance; cannot answer.
4. We think so.
5. We have observed nothing of this.
6. So far as our observation goes they do.
7. We are not prepared to answer this question. As to college it is sometimes so and sometimes not so; as to practical life we as yet know too little.
8. On this point the opinions of our faculty are divided. They want to agree in favoring prizes for *general* merit — not for special.
9. To authorize? Yes. To act on the authority we should make dependent on the lessons of experience.

.....

President.... College.

2. No.
3. About one-half.
4. Yes.
5. Not when judiciously managed.
6. Very few. The effort, when long continued, induces by reaction dislike for the special study.
7. No. The laurels of youth often fade before noon.
8. Not for proficiency in scholarship. Prizes for excellency in composition, declamation, or any important exercise not requiring protracted

labor in preparation, may encourage healthful interest and not impair general scholarship.

.....
Chancellor University of.....

2. No; only an insignificant minority.
3. I do not know; the number giving up is not reported.
4. Yes, sometimes.
5. No, not here.
6. There is no rule. A large proportion of those who have here written prize English essays have become professional men, and a fair proportion of these have been distinguished.
7. The proportion of essayists who have distinguished themselves is much larger than the proportion of the whole number. This fact, however, only proves that the better scholars wrote for the prizes.
8. I should prefer to use the money to pay for teaching.

.....
President.... University.

2. No, not one in ten making an effort.
3. The number always runs down to two or three after the first month.
4. Yes.
5. Yes, invariably.
6. Not as a rule.
7. No.
8. Never; and I would abolish them where they do exist. The whole system is wrong in principle and pernicious in practice.

HENRY H. TUCKER,
Chancellor of the University of Georgia.

At college the circular was "referred to the treasurer and librarian," with instructions, who gave the following answers and note:

2. No.
3. Cannot say.
4. I think they do.
5. I have not observed any.
6. I have no knowledge that they do.
7. I have not observed it.
8. I would advise the founding of prizes for *progress*.
9. Yes, if said prize were given for the *best performance* only.

.... COLLEGE, June 5, 1876.

DEAR SIR. — After some delay I send back answers to your questions according to my knowledge. I do not think prizes for the *best scholarship*, or for *best essays*, etc., are advisable. What we need is a prize which will reach the poorest student — a prize for the greatest progress in a given time. This would be competed for by the *whole* class, and not by half a dozen of the best scholars, as now.

Yours, etc.

2. Rarely ; sometimes.
3. Is apt to diminish.
4. Yes.
5. Affirmative of and to such an extent as to make the system an evil.
6. Not according to the observation of the faculty.
7. Otherwise, there are indications of deterioration.
8. Formerly affirmative of, but observation has led me to a preponderating judgment against them, both on moral and physical grounds.

(Signed)

.....
Chancellor University of

This was accompanied by the following note :

May 29, 1876.

DEAR SIR. — I have submitted your inquiries to our faculty, and the answers are in accordance with their unanimous judgment. Personally, I have been favorable to the prize system, but observation, specially of some pupils, in whose education I have been interested, has led me to fear it, especially in the case of persons of delicate organization. Indeed I would not dare, for any consideration, to subject some students to the excitement and strain of competition for a prize. I am also led to doubt the efficiency of the system for the purpose for which it is designed. Those who need stimulants do not find them in the prize, but rather are repelled from study by the disgust of conscious inability to compete successfully, while those who do not need stimulation are injuriously incited.

.....
Chancellor University of

Sixty-one answers were returned from our own and fifteen other States. Several of these professed to have no experience, and hence are not included in the general summary, which, for the sake of brevity, is made by reference to the question as indicated on the circular.

2. Seventeen colleges and eight academies answer, No. Two colleges and eight academies answer, Yes.

3. How much the number diminishes is not stated definitely, but a large majority report a considerable decrease.

4. Eleven of the colleges and nine of the academies answer, Yes. Seven of the colleges and ten academies answer, No.

5. Ten colleges and eleven academies answer, Yes. Eight colleges and eight academies answer, No.

6. Ten colleges and nine academies answer, No. Five colleges and nine academies answer, Yes.

7. Eleven colleges and nine academies answer, No. Five colleges and nine academies answer, Yes.

8. Twenty-three colleges and thirteen academies answer, No. Six colleges and nine academies answer, Yes.

9. Eight New York colleges and eight academies answer, Yes. One college and four academies answer, No.

The test questions are really 8 and 9, and the answers show the actual state of sentiment as nearly as any thing we can obtain.

Twenty-three colleges would not advise the providing of prizes, against six that would so advise. Among these are those that would found prizes for writing and speaking only, to which, with all due deference, the main objections to prizes apply in full force, and especially to those given for speaking. Of the six theological seminaries, two have had experience in giving prizes for best scholarship in particular departments. One of these, giving two annual prizes of thirty dollars each, abolished them "as an evil." The other still maintains its faith in the value of the pecuniary prize.

One school sends a list of its prize scholars from 1853 to 1875, inclusive, containing thirty-three names, with the names of those who have acquired distinction marked, of whom there are five—a number not particularly flattering to prize scholars.

I give the following letters, received in answer to this year's circular; also three letters in *advocacy* of the prize system, received and used on a former occasion, because I have nothing newer in that direction to offer; and I shall, also, with some slight variation, use the same arguments then employed:

.....UNIVERSITY OF....., *May 22, 1876.*

DEAR SIR.—I have observed the operation of "prizes" on young men in academies and colleges for twenty-five years, and have learned thereby to judge them decidedly harmful on the whole. I have known several young men nearly ruined through success in a prize contest. Their heads were turned; and they ever after supposed themselves superior to others without the need of preparation. I look upon the whole scheme as false in principle and harmful in practice; and have so discouraged it in this college that for ten years the students have voluntarily declined to compete for the small prizes offered.

.....

President of..... University.

.....UNIVERSITY, *May 23, 1876.*

DEAR SIR.—Your circular has been in my possession several days awaiting an answer. Our impression here is not in favor of prizes. When we began about years ago, there was a large amount of funds promised in the way of prizes. But the money so offered was not found to answer the expectations of those who offered it, and last year the matter was before the faculty for discussion, when the opinion was expressed, pretty unanimously, that prizes were of no special advantage and a large share of them were either withdrawn or converted to other purposes. We have never offered only about \$160, and I think that the proposal to convert them all into a fund for the increase of the library, would meet with nearly if not quite a unanimous vote in the faculty.

Sincerely yours.

.....

.....UNIVERSITY OF....., *May 19, 1876.*

DEAR SIR. — Inclosed you will please find the circular with reference to prizes in schools.

We have none in the College of....., and I believe none at all in the university. The feeling of the faculty is very strong against prizes of all kinds. We have no marking system, no honors at commencement nor at any other time. As a result we have a degree of harmony and good feeling among students and between students and faculty, which I have never witnessed in any other university in the country.

The standard of scholarship is kept high by means of observing the conduct of students in the recitation room, warning them when necessary and by rigid examinations. I greatly wish that prizes of all kinds might be abolished from all schools of every grade, believing that better scholarship, better morals and better manners would be developed without them.

.....
Dean of..... College of..... University.

.....STATE UNIVERSITY, *June 2, 1876.*

MY DEAR SIR. — In answer to your inquiries, I would say that we have no prizes in this institution except the honors of commencement day, valedictory, salutatory and scientific oration. I do not think there is any disposition among us to introduce them; unless it be that I should look favorably upon a prize for the best entrance examination (for admission to the freshman class) and also a prize for an essay or dissertation written under certain conditions during the senior year. In my judgment prizes, if any, should be very few in number and of not very great pecuniary value, and should in all cases be premiums for the faithful and efficient doing of the regular school work.

.....
President.

..... INSTITUTE, *May 25, 1876.*

DEAR SIR. — I have filled the blanks to your circular, and return it inclosed.

I had charge of Academy from 1826 to 1845. Prizes were given for composition, mathematics, and for other branches during that time.

When we organized this institution, this feature — prize giving — was omitted, and after this long experience under both systems, I am satisfied that nothing is gained, and much put at hazard, by the giving of prizes.

Very truly.

..... INSTITUTE.

DEAR SIR. — The prize system was abolished here about three years ago, at my earnest request. It may be, and probably is, an incentive to some, while upon a larger number its influence is most disastrous. There are in every school honest faithful workers, who cannot compete successfully with another class, who have the faculty of appearing to know

much more than they really do. Besides, it requires greater discriminating power than many of us possess to judge impartially as to who is the honest winner. Those who pursue their studies under the most favorable circumstances, other things being equal, should be judged by a more severe rule than those whose path to learning seems hedged in by almost insurmountable difficulties. Unless we can know all the influences and surroundings of our pupils in the home circle, and their motive of action, we cannot properly estimate their efforts, and the corresponding results.

I have felt most painfully my own inability to be just to my pupils — when obliged to make a decision of this kind, and I think it impossible for an examining board to make just decision from the results of an examination, whether oral or written.

I do not find that our standard of scholarship is lowered since the prize system was abolished.

Respectfully.

.....

TROY, *March 22, 18 —.*

DEAR SIR. — Your circular, dated January first, was duly received. Though my opinion on the subject may be of little consequence, such as it is, I give it freely. After an experience of more than thirty years in the school room, during all which time prizes were offered as a stimulus to industry, I cannot fully indorse the resolution in your circular, that the tendency of the practice is wrong, operating mischievously upon the social, moral and intellectual nature of those whom it is intended to benefit. I have never observed that its influence is of this character, especially if there always is, as there should be, such impartiality and justice in the award as to insure the confidence of the candidates, and this has always been the case where I have had the opportunity of witnessing its operation. That it does prove a powerful incentive to industry and effort to a certain extent, I can have no doubt; nor have I observed generally that the results of success on the one hand, or of failure on the other, have been such as are asserted in the resolution, except, perhaps, in a very few instances. Still I do not think on the whole, that the benefit is such as greatly to recommend the practice, or that a more excellent way may not be devised. The operation of the system as a stimulus to industry is only partial; for, in a class, it will soon be apparent that the chance of success in the competition lies only with a few; and though with those few it will continue longer to be effective, its influence ceases entirely with those, probably the majority, who see they have no hope of success. Its tendency in another direction, I think, is positively injurious. A pupil studying different branches, and belonging to different classes in which prizes are proposed, will probably soon find out that in some of his classes he has but little prospect of success, while in one or two others his chance is pretty good. In such cases I have often seen that the pupil will devote all his efforts to the one or two studies in which he hopes to carry off the prize, and neglect his duties in the others, even if they are more important.

Very respectfully.

B.

W..... COLLEGE, *April 23, 18....*

DEAR SIR.—My own experience and earnest convictions would be in favor of giving prizes to the young as an incentive to excellence in scholarship. Of course the motive of duty cannot be safely overlooked. Appeals to conscience can be made as readily with a prize as without it. And why should not the young be allowed to strive for tangible rewards as well as children of a larger growth? A clergyman will seldom write a sermon unless he has one to preach and expects to get paid for it. A lawyer will not often spend his time over a brief from which no fee is to be realized. Talk to these men about the duty they owe to society, and they will furnish a number of good reasons why children should not be expected to work for the mere love of the thing. But “these prizes create unpleasant jealousies and heartburnings between the members of a school.” This is often so. So, it is true (more’s the pity), that honors and emoluments of every kind are the cause of endless troubles between grown-up people who are supposed to live in obedience to the law of conscience. Let us pull the beam out of our own eye before we find too much fault with children for proving to us in their little quarrels that the child is father to the man.

I have been connected with a college as student and teacher for some twenty years. During half of this time the college has offered no specific honors and prizes; during the other half it has had the benefit of such incentives. The one period differs from the other as light differs from darkness. Students have occasional discords and alienations of feeling when they work for prizes and class honors; yet they *do* work, *do* improve their time and secure the objects for which they are sent to college. Emulation is a test of character, through which many pass with great benefit. Let no tangible rewards be offered in the shape of prizes or honors, and college life becomes vapid and flat, save when the students quarrel—as they certainly will with excessive bitterness—about matters of the smallest concern. There will be much less of study, less obedience to college law and less good feeling. There will be more rowdiness and more waste of time in hurtful reading. My belief is firm that prizes should be offered both in schools and colleges; at the same time that the most is made of appeals to the sense of duty and the love of learning.

Yours, with much esteem.

E. N.

UNIVERSITY OF....., }
March 31, 18 . }

DEAR SIR.—* * * * * My experience relative to the effect of prizes in schools is of the meagerest kind. I have always been connected with this institution as a teacher. But as human nature is always the same, I may tell what I have learned here. I do not suppose that our faculty would dispense with the offering of prizes to students, whether the prize be that of being declared the best, or one of the best scholars in his class, or of being published as having never missed a college duty while here—or being appointed college marshal—or obtaining a specific prize in books, etc., for excellence in any one study. I suppose we must look upon any and everything offered and given as a reward for well-doing as a prize. The nature of the gift, I take it, has

no place in deciding what is a prize ; it is only its object. I am inclined to think that we must change human nature before we can get along without prizes of some sort or other. They who patiently continue in well-doing shall receive, before the great white throne, eternal life. Paul labored to receive the prize of his high calling. There can be no unavoidable vice, then, in the principle of offering and giving prizes for extraordinary effort in a praiseworthy direction.

As I have declared above, I should hardly know what to do with my classes were I not allowed to stimulate them by the hope of gaining a prize from me ; a prize of some sort or other, a compliment for an excellent recitation ; an opportunity to show his fellows that he knows what he is about ; a reading him out as a good scholar at our public gatherings ; a special testimonial to the public (besides his diploma) that he is worthy of confidence, etc. Some of our professors offer a prize of books and they have not found it to work ill. I know that jealousies and envyings, and heartburnings and hates, and charges of partiality, etc., may, and sometimes do, arise in these contendings for prizes, but only to a limited extent, and they work their own cure. * * *

When the gospel was preached of contention Paul rejoiced and would rejoice.

I remain, etc.

C. P.

We have thus given, as we suppose, nearly all the views entertained on the subject of school prizes, except the so-called prize scholarships which are so varied, and in many cases so conditioned, that they ought not to be indiscriminately brought into this discussion.

The first of the letters in advocacy of the prize is rather a remarkable one, for while distinctly denying, it clearly establishes, as far as one witness can, at least two points against which it is aimed. Nor is there any inconsistency in this as will be found on a careful reading, and noting to whom, in each case, the remarks reply.

That "its influence ceases entirely with those, probably the majority, who see they have no hope of success," is claimed as a proof of intellectual harm ; negative it is true, yet none the less absolute on that account ; while "I have often seen that the pupil will devote all his efforts to the one or two studies in which he hopes to carry off the prize, and neglect his duties in the other, even if they are more important," is claimed as affecting, injuriously, both the "moral and intellectual nature," since thus his own intellect must suffer to the extent of such neglect ; and the undue advantage thus taken of his competitors is, to say the least, of very doubtful honesty. That it makes fearful inroads upon friendly companionship seems to be a universal admission. And in answer to this we are told that "honors and emoluments of every kind are the cause of endless troubles among grown-up people." This is too true. But such troubles and quarrels are never considered as

exhibiting true manly nature, or as an evidence of amiable and lovable qualities, and, hence, it would be wise to repress rather than foster such development in the young. All these things, like noxious weeds everywhere, will grow soon enough without special culture. It is a mistake to suppose that we are thus giving them experience for the great battle of life, when we are simply forcing germs which will make life's pathway more thorny and tangled, and life's battle less pleasing. But "we should hardly know what to do with our classes if we were not allowed to stimulate them by the hope of gaining a prize." Not having tried a *better* system, that may be so, as is declared; but if, as is alleged, the *majority* are not stimulated by the offered reward, are the *rights* of the majority duly regarded? — or, is it claimed that the system is *intended* but for the few? Are not teachers bound to work for the greatest good of the *greatest number*? It is said that they can add other inducements to the prize. Will they do it? And, if they do, with what unction can they urge upon the majority what they *practically* believe and declare to be *lower* motives, and with what hope of success? Can any system of school discipline which fails to raise an aspiration in the breasts of the greater number of those on whom it is intended to operate, be the true one? Again, the prize system fails even where it ought to triumph. The prize scholars are not the prize men of the country, or of the world. There are of course exceptions, but we believe it holds generally true, that the prize scholar does not meet the expectations of his friends, after he has left the school or the college. The great feat of his life has been accomplished; the great end for which he has been *taught* to toil has been gained; he holds the glittering prize; and, whether expected so to do or not, he will not unfrequently fail to pay back to science the value of the medal bestowed upon him.

It is sometimes objected that the offer of a reward, or the desire to gain the reward, is a strong temptation to dishonesty. It is true that competitors often resort to dishonest means in order that they may win; and it may be that the ease with which fraud can be practiced, and the difficulty with which it is detected, render the temptation peculiar. If this be the case, the objection may not be without force.

For the *physical* man, prize-fighting is under the ban of the law, and rightfully, because of its alleged cruelty and immorality. Are the wounds and bruises received in *intellectual* prize-fighting less cruel or less demoralizing because not seen by the natural eye? or because they touch more intimately the real, hidden self of the parties interested? Let reason and conscience answer.

The prize is presented as the highest motive for exertion — the most prominent object for which the candidate should struggle — while *right* and *duty* are thrown in the back-ground, or are wholly ignored. True,

we are told that "appeals to conscience can be made as well with a prize as without it." But will such appeals be as likely to affect the conscience thus forced into a subordinate place, admitting them made? And is it not *likely* that several appeals will be made to the desire for the prize, where one is made to conscience? thus showing the place which both teacher and pupil assign the prize. Appealing to conscience, under such circumstances, is trying to catch birds with what we call chaff, after failing to catch them with what we consider wheat. We add: That system which appeals to a lower motive when a higher one is available, is wrong in morals, since it elevates the lower and depresses the higher impulses of our nature.

We are told that "a clergyman will seldom write a sermon unless he has one to preach and expects to be paid for it," etc. No doubt the statement is *believed* to be true (though the most thrilling preaching that ever fell on mortal ear has been without money and without price), for the prize system ignores the great duty of labor as the highest obligation of social man; does not teach the pupil that there are moral obligations resting upon him to occupy some field of usefulness to the world; but that his only care should be to secure the prize for himself. And this doctrine, slightly modified, has a wide influence in social life. We teach it in the school and in the family. We practice it when we choose, for ourselves or our children, professions or business for life (without regard to our proper sphere of usefulness), for which we have no taste and no adaptation, being governed in our choice by the fancied return of gold or ease, the cause of innumerable business and professional failures—a fruitful source of social ill. Let what will be said about working for pay; let *pay* be the great object of our every effort, and truth and duty be practically ignored, and we float without anchor or helm, the sport of the waves and the storm. We would not abjure self, but seek *for self* in conformity with the injunction, "Love thy neighbor as thyself."

Again, it is said that the practice appeals to emulation, a legitimate principle of our nature which cannot be wisely overlooked. But how shall we understand the *term* emulation, in its good or bad sense? Not in its bad sense, certainly. If emulation means a desire to imitate, or equal, or excel others in praiseworthy acts, without wishing in any manner to detract from or depress them—a desire for advancement, improvement, prominence, eminence—does it need any such stimulus as a medal or a purse? If emulation implies these high motives, are they not all sufficient; or if not, is it proposed to present a *higher motive in the offered prize*? To what principle do we thus appeal? Not to emulation now, in the rightful sense. All the conditions are changed—the success of one procures another's failure. A new element has been introduced, a

new principle evoked. True emulation is a light kindled by its neighbor's torch, burning more or less bright, without in the least diminishing the brilliancy of that at which it was itself kindled. This new creation is a consuming flame of other origin, devouring its neighbor's torch, yet adding thus no light to its own. Emulation ought not thus to be tampered with — cannot be cultivated by means like these. In fact, it dies out from sheer necessity under such treatment, and ambition, avarice, selfishness or pride assumes its place; or it becomes, without remedy, emulation in its worst sense. But "life offers prizes to struggling manhood." Life offers to manhood few, if any, prizes on such conditions that one having gained a prize, another may not gain a like or equally satisfactory one. The prize scholar takes what, when taken, leaves nothing similar that others may gain. The requisite analogy is wanting to make the argument good. "The gospel sanctions the system." "Paul labored to receive the prize of his high calling" We only ask how many, equally deserving, perhaps, failed in consequence of his success? If none, are the systems of distribution one and like, or two and dissimilar. "When the gospel was preached of contention, Paul rejoiced and would rejoice." No doubt, and with the utmost propriety. But what would Paul be likely to say about those who should *learn* the gospel "of contention" for a purse or a medal?

"God distributes rewards." The argument as applied to the prize system is good for something, or it is not. The fair inference is, that those who use it, mean to assert that they follow the example set them by God himself, and therefore cannot be wrong, or at least may be right. Do they then mean to affirm that God offers rewards to men and mocks their honest, earnest efforts to gain the prize by giving it to a more successful competitor? That he closes the gates of paradise while the race is yet hot, shutting in the first arrived and shutting out those who, though struggling with all the powers bestowed upon them, are more slow in the course? We venture no such thing can be found in the whole economy of heaven. God rewards merit, not talent. The prize system rewards fortuitous success, not merit. Let us illustrate this point: A dozen boys of as many years, are about to commence some study, say written arithmetic. They are placed together in class. One of the twelve has had some training in so-called intellectual arithmetic, and besides, is so situated at home as to get assistance whenever needed. The rest are less fortunate in these respects. They study four or six months and are examined. A prize is to be awarded. The contest is a close one, but the pupil previously drilled is found to be a little the readiest, a little the quickest in reaching results. Which, now, will take the offered reward? Why, the one exhibiting the most ready scholar-

ship. The prize is his by virtue of the condition imposed. And yet either one of the eleven, had merit decided the contest, was better entitled to this distribution, for they had each accomplished more mental labor and acquired more knowledge. The same is true with regard to good conduct. Here is one whose moral surroundings at home are such that none other than good conduct has been possible. None other should be expected. Every thing which parental affection could suggest has been used to repress the vicious, and unfold the virtuous promptings of his nature. There is another, all of whose surroundings at home are such that vice is, to ear, and eye, and thought, most familiar. Parental affection has never watched with sleepless anxiety, "to pluck his feet from the ways that go down to the pit," and to turn him in the paths of virtue and truth. Now, these two so unlike, are brought together at the school. The one meets every requirement with regard to conduct without an effort. The other, quick in his perceptions, comprehends the new circumstances in which he is placed, and by a strong effort succeeds in a course of conduct with which, as a whole, little fault can be found, and which does him the highest credit. As compared with the other he falls somewhat short. Comparing each with himself, his deserts are vastly greater than those of the other. He has improved by his own effort. The other has gone on in the way in which he has always been instructed. And yet this latter will take the prize for good conduct, whenever such prize is to be awarded. It is submitted that this is mischievously unjust. And the injustice of the award is looked upon by pupils as a practical proof of the importance which those whom they *should* regard as models in morals, attach to just dealing and the claims of moral honesty. But there is another objection here. The prize system, as practiced, is manifestly wrong in this : that by comparing one boy with another, it practically assumes that God has made all of equal mental capacity, which is by no means true. Let the boy be compared with himself, and let the award be made for improvement *upon himself*, or not at all. Then we shall oftener hear of prize scholars after they have left the schools. And then, too, we shall cease to hear of some at least, of the ill effects of the prize system. If it be objected that such a plan would be impracticable, that its execution would be impossible, expensive and burdensome, we answer, be it so, it is the only system that justice commends, if prizes must be given, for what, as we believe, prizes should never be offered in advance — for *duty bribed is virtue sold*.

To that practice which should, without previous intimation, bestow upon praiseworthy effort and conduct, rewards and commendations which would be genuine and valuable certificates of character, these remarks do not, of course, apply.

We have then these results :

1. The prize system stimulates the few and fails to stimulate the many. On this point its advocates and opponents generally agree.
2. It acts unfavorably upon the majority, either through discouragement or neglect, or both; and, hence, intellectual harm.
3. It precludes the successful employment of those higher and worthier motives which affect man as a moral and social being, whose right employment better fits him for a true and noble life.
4. It operates unfavorably upon the competitors themselves, in accordance with the well known law, that a growth produced by unnatural and extraordinary stimulus is abnormal and unhealthy.
5. It has a strong if not a legitimate tendency to unpleasant rivalries, to envyings, enmities, jealousies and hates.
6. It develops and fosters selfishness and pride, never agreeable or desirable in social life.
7. It ignores truth and justice in its assumption of equalities, where, by God's own fiat, equalities do not exist.

QUESTIONS AND SUGGESTIONS CONCERNING INDUSTRIAL DRAWING AS A BRANCH OF EDUCATION.

By PROFESSOR S. EDWARD WARREN, C. E.,
of Newton, Mass., late of the Rensselaer Polytechnic Institute.

The words, "questions and suggestions," in my title, might seem to savor of indefiniteness, but, when we reflect that the subject, in its present aspects and tendencies, is a very recent one in this country, outside of the polytechnic schools, and a few special schools, and that the present may reasonably be called a time of popular excitement about it, the title may, after all, signify as much as it is wise now to put forth on the general subject. For with whatever certainty experts in specific portions of the field may be able to speak, few, if any, could yet pretend to lay down fixed principles and rules regarding the allotment and distribution of all portions of it, among all pupils, places and schools.

While, then, I may not be dogmatic, yet, if I raise important questions, and then endeavor to answer them by suggestions looking towards a correct solution, the cause which I advocate may ask and obtain willing listeners, even though considerable time may be spent in laying the foundations on which such conclusions as I can now construct shall rest.

Let us then, without further introduction, proceed to discuss —

- I. The principal kinds of schools.
- II. The main divisions of drawing.
- III. The various classes of pupils or students.
- IV. Questions and suggestions concerning the adaptation of these elements to each other.

I. *The Principal Kinds of Schools.* — Schools, placed under a very broad classification at first, before coming nearer to immediate experience, may be most comprehensively divided into —

First. Schools which regard man in the abstract, and in his totality; that is, as a sharer, in each case, in all the elements of human nature; and, hence, as entitled to such kind of education as will discipline all his faculties, both of body and mind. These are *general schools*.

Second. Schools which regard each man in the concrete, or in his individuality, as possessed of such a determining combination of the elements of human nature as fits *him* to be an instrument for the production of some one thing. These are distinctively technical, special or trade schools.

The former, or the general schools, as they may be called, *gymnastic*, as distinguished from *technic*, as Scott Russell* entitles them, may, and perhaps to an unrealized extent actually do exist, in two well marked parallel lines, according as they are principally devoted, either to the study of man or of nature; of human life and action, mind, literature, history, society; or of material nature, mathematics, physics, geography, meaning all descriptive science of the earth, and natural history.†

One of these lines of study, and of successive institutions devoted to its maintenance, may, therefore, be called humanistic, as being concerned with the study of man; the other, naturalistic, as devoted to the study of nature.

Leaving the development of this distinction, which might fill a lecture or a volume, and coming at once to grades of schools, we reach present experience, in which schools are classified as to grade, into "elementary," in the sub-grades of primary, intermediate and grammar; secondary, including high schools, academies, and the schools styled preparatory; "superior," or colleges and universities; and "professional," meaning, in the strictest and best sense, schools where practice is studied as founded on principles, and where the students have already been liberally educated in one or the other of the two parallel lines of general schools.

These two lines coincide, up to the high school, or may do so, for the simple natural reason that it is commonly at, or about the time of entering this that the pupil, especially the boy, begins to think what he will be and do in the world; hence we should thenceforward have‡ separately:

Humanistic.

High schools and academies,
Colleges and universities,
Professional schools of law,
divinity, etc.

Naturalistic.

High schools and academies,
Colleges and universities,
Professional schools of engineering,
architecture, etc., commonly called
polytechnic schools.

These parallel lines are already, to a considerable extent, actually realized in the United States, perhaps, as already hinted, more fully than is commonly supposed, though in a partly commingled and indistinctly recognized manner, as if the country had found its way to the supply of an original and instinctively felt want, instead of organizing the two lines according to a preconceived plan. This, however, is not said reproachfully, for it may be one of the ways in which the State becomes a free natural growth, instead of a manufactured product, a mechanism; the former idea being more agreeable to the Anglo-Saxon genius, if I

* Technical Education, p. 131.

† Technical Education, p. 257.

‡ Technical Education (Scott Russell), p. 26.

mistake not, in reading the great contrast between English and continental methods of providing for scientific education, as described by Scott Russell.

I was saying that the two parallel lines of general schools are, in this country, realized more in fact than in separate and systematic form. Thus, as a general statement, the academy is preparatory to the college; and often in the high school, and in academies and colleges,* the two lines exist, by division of their students and studies into parallel classes and courses called, the one "classical," the other "scientific." Also in Boston, and perhaps in a few other places, the formal separation of the high school into two separate high schools, known as the "English" and the "Latin" ones, or by other equivalent terms, has taken place, while the parallel professional schools of law, medicine, etc., on one side, and of engineering, architecture, etc., on the other, are always distinct organizations. It must, however, be confessed, and that with regret, that while in both of these classes of professional schools, college or liberally trained students are too few, they are almost wholly wanting in the naturalistic class of such schools, desirable as it is in behalf of general mental maturity and appreciative fitness for professional study, that such students should be graduates of the general scientific courses in colleges; as they might be, after a few efforts at concerted action among higher educators in grading the students of high schools or academies, of college scientific courses, and of polytechnic schools, so that continuous progress could be made through these three successive institutions without overlapping.

A very important principle, having many other applications, should here be stated in explanation of the proposed, and already partly existing, parallel lines of successive institutions. Things classified as distinct often differ, not by the *entire exclusion* from each of that which marks the other, but by the *predominance* in each of that which is *subordinate* in the other. Thus, in these parallel series of institutions, the classics and metaphysics, which are characteristic and required in one, would be incidental and elective in the other; and likewise the material sciences and modern languages, which are principal in the naturalistic series, would be subordinate or optional in the humanistic one. The modern languages are here specified, not as superior in disciplinary power to the ancient ones, but as being the storehouses of desired knowledge of modern science, while yet sufficient for ordinary purposes of linguistic study.

Leaving now these two classes of general schools, a moment only can be spared to glance at the various special or trade schools for training artisans in their specialties without accompanying general culture. Scott

* Report of Commissioner of Education, 1874.

Russell* enumerates no less than eighteen, among which are those for:

1. Machinists and associate pattern-makers, smiths, etc.
2. Carpenters, masons, plumbers, etc.
3. Cabinet-makers, wood-carvers, upholsterers, etc.
4. Sheet and plate-metal workers.
5. Manufacturers of products from vegetable raw materials.
6. Manufacturers of products from animal raw materials.
7. Glass-makers.
8. Pottery workers.
9. Farmers and gardeners.
10. Instrument, and model-makers.

And all these, and more, were proposed for ordinary workmen, with the addition of a higher series of institutions for superintendents and foremen of the various scientific industries.

Of the necessity of the training so afforded, besides that ending in the polytechnic schools, and properly joined with liberal culture, for civil, mechanical and mining engineers, civil and naval architects, professional chemists, geologists, etc., to enable a modern nation to hold its own in the world-wide competition and rivalry, which is both revealed and stimulated by "universal expositions," a number of competent British official judges agree with the words of one of them,† "Out of ninety classes of articles exhibited, there are scarcely a dozen in which pre-eminence is unhesitatingly awarded to us. * * * The *one cause*, upon which there was most unanimity of conviction, is, that other nations possess good systems of industrial education * * * and England possesses none." This was in the "report relative to technical education by the schools inquiry commission of 1867;" and now, mark, that industrial, not recreative and pictorial drawing, is an essential in the whole of this technical and scientific education. This leads us naturally to consider:

II. *Kinds of drawing.* These will appear from the following table. Since it is doubtful whether any instrumental drawing, however superbly executed, would be reckoned under the head of fine arts, the whole province of fine-art drawing is here ruled out of consideration as foreign to our purpose.

Developing, therefore, only industrial drawing in detail, its two grand divisions are: *Free-hand drawing*, meaning all which is done by the unassisted eye and hand, at least so far that instruments are used, if at all, only in subsequently testing the accuracy of what is at first drawn without them; and *Instrumental drawing*, so called because executed

* Technical Education, p. 10. † Quoted in Technical Education, p. 94.

with instruments, and otherwise somewhat ambiguously called geometrical or mechanical drawing.

TABLE.

Drawing.	Fine Art.	Free-hand.	Disciplinary.	Geometrical.	Lines.
				Natural.	Figures.
			Applied or practical.	Conventional.	Conventional—Representation of materials in drafting. Topographical elements.
				Real—Industrial design.	Real—Natural forms.
	Industrial.	Instrumental.	Disciplinary, general or theoretical.	Use of instruments.	Writing.
					Lettering.
					Topographical drawing. { Pen Brush.
					Fabrics. { Laces—Carpets—Prints—Linens—Paper—Leather—Upholstery, etc.
			Professional or practical.	Structure drawing.	Household wares, { Pottery—Plaster.
					ornaments. { Glass—Metal.
					Furniture. { Wood, etc.
					Carriages.
			Disciplinary, general or theoretical.	Plane problems. { Geometrical. Practical.	In elementary and higher grades.
			Professional or practical.	Machine drawing.	
			Professional or practical.	Stone cutting.	
			Professional or practical.	Stair building, etc.	

The division of free-hand drawing into disciplinary and practical, has regard partly to the condition of the pupil as a learner, as well as to the thing drawn; the immediate purpose of the exercise being to gain acquaintance with his materials, in short, the learning how to do what, when learned, will be followed as a business.

Under the head of “applied or practical” free-hand drawing, we learn incidentally where the separately taught branches of penmanship, lettering and topography are properly classed in the sum total of drawing. They are branches of drawing, yet in something like the sense in which spelling is nominally a part of grammar, always defined as such, seldom popularly thought of or practically treated as such.

Coming, finally, to “industrial design;” this, in its various subdivisions, is the subject-matter of nearly all of what is now so persistently pressed upon the attention of educators, professedly in behalf of manufacturers and various art industries. As shown in the table, it may be divided according to its main applications; which are to surface decoration of fabrics, walls, etc.; household wares, for use or ornament; furniture and carriages; each and especially the first two, with many varieties; the first ranging from a napkin to a velvet carpet of one pattern in one piece, and in the second, from a tea-cup to a mantel clock. Yet, oh, and alas, in wandering through the glitter and small glory of these things at the Centennial, many a one must say with intense empha-

sis "Where moth and rust do corrupt and where thieves break through and steal;" and yet more, "A man's life consisteth not in the abundance of the *things* that he possesseth," and must hasten to rest his soul in the "log-cabin" embowered in corn and running beans, and dream and wish it were real and his own, with a great back-log in the roaring fire-place, plenty in the cellar and pantry, and Walter Scott and John Bunyan complete, upon the shelf; free from all lamentings and frettings over broken glass, nicked china, worse than broken, missing chandelier drops, scratched silver or varnish, and from, "where shall we go, and what shall we do, and how shall we dress."

But manufacturers or applied-art workmen, those whose occupations need the aid of free-hand industrial drawing, are not the only classes who need a form of drawing. The whole mechanic class, strictly so called, those whose work is geometrically exact, embracing machinists, founders, smiths, mechanical pattern-makers, carpenters, masons, plumbers; ship, stair and car builders, wheelwrights; instrument, apparatus, model, watch and tool makers; sheet-metal workers, lock and gunsmiths — all this large array of distinct, important and quite generally diffused pursuits embraces many thousands of intelligent mechanics, many of them of an especially high class, and evidently all needing drawing as much as do the designers of dress goods, shoes, carpets and table ware, but, as is equally evident, of a very different kind.

We have, then, over against the whole province of *free-hand industrial drawing*, so broad and highly important, because so variously, extensively and usefully applied, the equally broad and important, and quite distinct province of *instrumental industrial drawing*, founded on plane and descriptive geometry. Descriptive geometry is a name, fearful only from its present unhappy unfamiliarity, and a subject which, as to its general principles, ought to be taught at least in every college which advertises a general "scientific course," parallel with its "classical" one. It is briefly the body of principles and systematic general problems which teaches how to represent all geometrical solids or practical objects having these dimensions, not merely as they *appear* — that is, pictorially — but as they actually are, as seen in plans, elevations, sections and details; so that from the drawings representing the design existing as yet only in the mind of the engineer, or architect, or master workman, that design can be realized by the workman, in its intended form and dimensions.

To such drawings, shadows can be added, just as they actually are, when occasioned by a given direction of light and form of body; and from such drawing, perspectives can be geometrically constructed, which will differ from those drawn by the free hand of the artist, in that the

latter are *believed* to be correct by *faith* in the accuracy of the artistic eye, while the former are *known* to be so, as founded directly on the certain principles of geometry.

Thus equipped, the members of all the many exact mechanical trades and professions, are prepared to apply their knowledge in the drawing of the multitude of objects which pertain to their callings—structures, buildings and machines, with their accessories. We come then next to

III. *Classes of Pupils.* After the preceding explanations, these may be divided, relatively to our subject, according to their intended and probable future pursuits, into farmers, merchants, mechanics and artisans, together with the class of candidates for further and higher educational training. The terms mechanic and artisan, I here, for convenience, use distinctively, as representing, the first, those whose operations chiefly depend on rule and measure, as carpenters and machinists; the second, those who are guided wholly or largely by the eye and hand, as carvers and glass blowers.

The higher students named may be those of engineering, mining, land and marine architecture, or of direction and superintendence of manufactures, or of public works, or of technical teaching. This brief summary brings us to

IV. *Practical questions and suggestions.* We have reached this point as fast as we could, and at the same time make a path intended to be plain enough to be found and followed again. Some, if not all, of the questions which arise, might have been discussed in immediate connection with the heads of the tables of schools, and of the kinds of drawing; but such a course was avoided, as liable to hinder a clear and connected view of the subjects of those tables. They are, therefore separately given here as a practical conclusion, at least an approximate one, to what precedes.

Regarding, then, the various kinds of *schools*, of *pupils* in them, and of *drawing* for them, we ask—

1. Which pupils need drawing, or can have it?
2. How much of it do they need?
3. Of what kind shall it be?
4. How far immediately industrial shall it be?
5. Where shall it be obtained?
6. How much shall be taught to any one pupil?
7. How shall teachers of it be obtained?

1. Which of the pupils of all grades and kinds of schools need drawing? I answer at once: All who have time for it, without sacrificing what will be of more importance to them. But here, in simple words, is a very broad

qualification. Let us see what it includes. We cannot alter the undoubted natural fact that human society forms a pyramid, in which there can be and need be but one apex, while there must be and will be a very broad base. All that there is wrong, or, if you please, undemocratic, about this, is in keeping any person or class of persons below the plane which nature has made possible to them, by force of arbitrary law or custom, in putting artificial obstructions to their free ascent.

There is a broad and deep reverence for human nature, out of which springs a true respect and affection for every sharer in it, however humble. Yet this feeling is perfectly consistent with the belief that many a boy may be educated out of his natural sphere, by consuming the time which should have been used in appropriate training for it, in spoiling him for something else, in which he inevitably fails; perfectly consistent, too, with plain common sense and good feeling, free from all mean and narrow class pride, in asking, who would do all our kitchen and cleaning work if all our women were Mrs. Somervilles or Rosa Bonheurs; or our garden and stable work, express driving, and road mending, if all men were Newtons, Scotts or Mozarts? And yet these last, and all like them, can associate with the humblest of their honest fellows, with entire mutual respect and friendliness, even to the point of each sincerely mourning the loss of the other. This I take to be the "equality" meant in the declaration of independence, that all are sharers in one and the same kind of being—human being—and all equally free from such hindrances to progress as are willfully imposed by others.

These principles have an important bearing on success in the matter now discussed. Except as origin, climate, government and admixture of peoples, have, in our case, modified the English race, we, as a nation, are of that race, and may therefore pertinently inquire for the deeper cause of the cause already assigned for British relative retrogradation, as revealed at previous successive world's fairs. In wandering over the earnest pages of Scott Russell's work, we find it in the clearly betrayed deficiency of just these views and feelings relative to the claims of man simply as man. Says this author,* mournfully, "Why, upward through life, should there be one building—one school—one seat at college, reserved for the son of the rich and great, and the poor and humble scholar, of capacity and promise, be removed, apart, into another?" While in Prussia,† side by side, in the barrack and in the field, the peasant private soldier and the peer private soldier serve as daily comrades, on a perfect level, enjoying the amenities of life and roughing it together. Like a retreating and then returning wave, beating against the famed Eddystone light-house, he dashes his appeals

* Tech. Education, p. 390.

† Page 74.

against the unmoved conservation of British aristocracy with such facts as these: * “This, too (alluding to a refusal of more money for education) from a House of Commons which grudges £1,000,000 a year for education, yet gives without stint £25,000,000 for future war, and £25,000,000 more for the debt of past war,” and, in other words, † he desires “the Commons to vote funds for cultivating our own nation, which shall bear some fair proportion to the sums voted for killing people of other nations.” And, once more, a specimen of many like rousing appeals to true national honor: ‡ “The contrast between England and Switzerland is this, that England spends more than five times as much on pauperism and crime as she does on education, and that Switzerland spends seven times as much on education as on pauperism and crime.” And *what* a commentary on this is the splendid and noble exhibition of brave little Switzerland at the Centennial.

Such as the foregoing, are the views of human nature and the true greatness of a people, which must underlie heartiness and consequent success in all grades and kinds of education. Let us consider their bearing on our immediate subject, and relative to various communities.

Looking over the whole country, its sterile and its pioneer portions, and its demand for the coarser forms of labor, we must admit that many thousands will, and must be small farmers, traders and laborers, or must be humble agents in the vast business of transportation, porters, drivers, brakemen, switchmen, sailors, etc.; that their entire period of schooling must be short, and that they neither need or can have much, if any, drawing.

Of farmer, merchant, artisan and mechanic pupils, it seems obvious that the two latter classes need drawing, both as to quantity and variety, more than do the two former. These should not take it up until they have been suitably trained in what they more immediately need. Indeed, this subject, taking the country at large, might well be left for them as an elective study, to be chosen by them, or by their advisers for them, as circumstances should dictate.

Equally obvious is it, that the whole vast class of workmen who add value to material by expending intelligent labor upon it, should possess a greater or less amount, and appropriate kind of knowledge of drawing. “Complete plan-drawing applied to his own business, is an essential to a good workman,” says the builder of the Great Eastern, again, § and elsewhere, || “For all the mechanics engaged in house-building, and for

* Tech. Education, p. 172.

† Page 436.

‡ Page 306.

§ Tech. Education, p. 404.

| Page 352.

all others, the various kinds of geometrical and plan-drawing are indispensable." For these conclusions, he gives ample reasons, agreeably with which we find instrumental, and other drawing figuring largely in all special schools for mechanics and artisans, as well as in the polytechnic schools.

But still another interesting and important class claims mention, one in which this nation is prolific, and of which she is justly proud. I mean mechanical inventors. The relations of a thorough knowledge of mechanical drawing, more particularly, to successful invention, are close and powerful. For it is just that intimate and prolonged communion with a mechanical object, which is gained by completely drawing all views of it, whole and in detail, that most naturally suggest improvements in it, or a better substitute for it. This agrees with some very pleasant teaching experiences of my own, in which I have often noted the still and absorbed eagerness of a student, sitting with a mechanical contrivance dissected before him, busy in measuring and drawing it, and not without subsequent practical results in some cases.

Finally, a mechanical workman, who cannot read the working drawing which expresses the thought of the engineer, architect, or other master, is like the cook who cannot read a receipt, the captain who cannot read his orders, or the wanderer who cannot read the advertisement which directs him to something for his advantage.

Therefore, with the limitations now explained, we repeat, as the answer to the first question: All need drawing so far as they can get it in the school-life at their command, without sacrificing what is of more immediate importance to them.

2. *How much drawing is needed?* Just as much as can be thoroughly learned in its principles and practice, pertaining to the student's intended business, in the time at command; and remembering that drawing is one of the principal and essential elements in the education of mechanics and artisans. Speaking for the former, if a momentary reference may be made to my own works, in the absence, as yet, of any other like series, substantially the contents of my elementary volumes or an equivalent selected from various authors, for workmen below the grade of masters, and students below those of the schools of engineering, etc., and substantially the contents of the entire series for the latter classes.

3. *What kind of drawing shall it be?* I have partly answered this question in advance, while explaining the table of kinds of drawing, and in calling more distinct attention to the magnitude and importance of instrumental drawing as distinguished from free-hand drawing, both being alike useful, and properly called industrial. Again, applying the

principle of distinction by the subordination, rather than the exclusion of some element, it seems obvious enough that *free-hand* industrial drawing should predominate in the training of artisans, as I have distinctly called them, and that *instrumental drawing*, in a separate and complete course, should likewise predominate in the training of mechanics; that is, of all who are engaged in work which depends as much, or more, on exact rule and measure as upon the free eye and hand.

4. *How far should drawing in schools be immediately industrial?* This will depend on the age of pupils, and on the time possible to give to it, in addition to that required by other studies. A certain maturity of mind — the natural result of years and growth only — other things being equal, is essential to enable one to engage successfully in any practical calling requiring trained intelligence. Also, with a certain maturity, gained by means of those solid studies which best discipline and refine the mind, language, mathematics, natural history and ethics, practical arts, founded and administered on the principles gathered from these studies, can be quickly acquired where there is any aptness for them.

No one would expect a grammar-school graduate to be at once a practical designer of chandeliers or carpets, and that, on account of his general inexperience and immaturity. Neither would the like be expected of high-school graduates, partly for the same reason, and partly because the necessary studies in general science, literature, history, and, let us hope, in the elements of morals and political economy, which are to fit him for the general duties of life, do not leave an opportunity for either the *amount*, or, what is nearly as important, the *continuity* of time necessary to train practical workmen.

Inasmuch, then, as workmen cannot, in the nature of things, be generally graduated from our public schools, the question arises: Why teach any other drawing in them than ornamental or object drawing, as a general accomplishment, just as music is taught, together with such instrumental and, if need be, other drawing, as is necessary to properly prepare pupils for admission to higher institutions? Yet, as industrial designs or applied art should somewhere be taught, we are led to the next question:

5. *Where shall a knowledge of industrial drawing be obtained?* Replying agreeably to the remarks under the first division of this paper, "kind of schools," it would — and I now especially mean, first, instrumental drawing — if gained in connection with the various subjects of a liberal education, be obtained in the succession of science high schools and academies; science colleges, and polytechnic schools, in which its successive stages of theory and practice would properly be distributed

substantially as follows. Referring to the table of kinds of drawing, and observing that the whole field of instrumental industrial drawing exists in two grades, elementary and higher, the elementary stage of the several components of the general subject, viz. : certain useful problems of plane geometry, the use of drafting instruments and materials, and the elements of plan and elevation drawing, with elementary perspective, if time can be found for it, with appropriate special topics of free-hand drawing, should be taught to those high school and academy students who are candidates either for the mechanical industries, or for further and higher scientific education. Next, when progressive scientific education comes to be fully organized in successive institutions, the general principles and problems of descriptive geometry, shades and shadows and perspective, being not immediately professional subjects though the foundation of the higher orders of professional working drawings, should be taught in the scientific courses of all colleges having such courses, partly, also, in behalf of the fuller development and extension of professional drawing, such as should then remain as the peculiar graphical work in the polytechnic schools.

It is very gratifying, I may say in passing, after often and for a long time expressing the opinion just given as to the distribution of the several subjects of a full course of graphical theory and practice, to read that the organization of the Imperial Technical School of Moscow, a very superior one, embraces two successive divisions, general and special, each of which has a course of three years. Also, that the same graphical subjects which I have above assigned to the scientific courses in colleges, are there placed in the *general* division, which is essentially a college of general science and modern languages; leaving the working drawings of engineering structures and mechanics, etc., to the special division or distinctively polytechnic school.

Returning to the other branch of industrial drawing, viz., industrial design or applied art: For the many whose circumstances compel to take up the subject as an exclusive specialty, institutions like the Lowell School of Design, in Boston, an entirely independent school, mainly devoted to designs for textile fabrics and wall decoration; the Worcester Scientific School, with its shop practice, the Cooper Institute, with its wood engraving classes, and other separate industrial art specialties, should be multiplied, until one or more is found in every industrial center, confining itself, as these do, to instruction appropriate to the prevailing industries in its locality. Thus, eastern Massachusetts and the adjacent regions, form a special center of manufacture of textile fabrics of many kinds. Worcester is a noted center of mechanical industry, while the great metropolitan district of which New York city is the center, embraces

such a variety of industries, that its Cooper Institute properly gives a corresponding variety of instruction, though not all of it to all its pupils, but subdivided into seven specialties for as many classes of students.

This natural and healthy beginning in this country satisfactorily corresponds, so far as it goes, to what so eminently competent a judge as Scott Russell is by experience, strongly recommends for England; and to wide-spread continental practice, as shown both in his work on technical education, already often quoted, and by more recent accounts. Thus, we read of no less than twenty-eight of those schools, of the kind classed as special, or trade schools, in our table of "kinds of schools," scattered all over Italy, and each generally devoted to some one form, or to a limited group of associated forms of industrial art.

But there is a special reason, besides those already given, why free-hand industrial drawing, or industrial design, should be principally, if not wholly taught in special schools for the purpose. The industries to which its various branches are applied are generally more concentrated than are those requiring a knowledge of instrumental drawing. Thus, the manufacture of textile fabrics is generally conducted in comparatively limited localities, within which very numerous and large mills, employing, in the aggregate, thousands of operatives are located, as in eastern Massachusetts and the adjacent sections; while, as a general statement, the members of the very many and various mechanical trades already rehearsed, are more uniformly diffused throughout the country. Hence, if either general division of industrial drawing should be taught in the general public and private schools, instrumental drawing, taught to the extent already specified, which is certainly desirable, would seem to have a superior claim. But to pass on.

6. How many of the separate subjects, indicated in the table of "Kinds of Drawing," should be taught to one pupil! No more, I should say, at least to those destined to be artisans, than each will probably put in practice, or can use without violence to his natural aptitudes.

The placing of any thing like the matter of the entire table of "Kinds of Drawing" in one undivided course, to be given alike to all pupils, would require an amount of time generally impracticable, while to crowd it into insufficient time, would be quite likely to result in "a little of everything," and not enough of anything to be of practical use. Besides, a full course of instrumental drawing would probably be tedious to an injurious degree, to those whose decided natural gifts were in the direction of free-hand work. Likewise, the exactness of mind which would make the rigid truth of instrumental drawing, with the exact science on which its higher operations rest, correspondingly interesting,

would generally be unaccompanied by a special faculty for more purely artistic work. So that at least, each of the main divisions of drawing, instrumental and free-hand, should be subordinate for those who are naturally best fitted to succeed in the other. Some statistics on this point are very interesting and conclusive. Thus, in the Cooper Institute, already referred to, with a grand total of 2,758 pupils in 1874 and 1875, out of 306 machinists and iron workers, 144 took instrumental drawing, and nine took applied free-hand drawing; out of 232 carpenters and cabinetmakers, ninety-nine took instrumental, and eight design drawing; of 112 masons and builders, the corresponding numbers were fifty-one and two. But reversing the nature of the pursuits, the numbers are strikingly reversed also. Thus, among the carvers and turners, twenty-two took instrumental and 217 free-hand drawing; and of engravers and lithographers, sixteen took instrumental and 205 free-hand drawing.

So many of our questions being so far disposed of, lastly:

7. *How shall teachers be obtained?* We have at present four sources of supply. First, for teachers in common and special schools, the Massachusetts Normal Art School, the only one yet existing expressly for such teachers. Second, such institutions as the Lowell School of Design in Boston, a department of the Institute of Technology, and totally independent, in origin and work, of the Massachusetts State system; the Worcester Scientific School; the Cooper Institute; Cincinnati School of Design, etc., so far as their pupils may turn to teaching instead of industrial practice. Third, the pupils of our polytechnic schools, who doubtless are generally the most available teachers for the same schools. Fourth, foreigners suitably qualified in drafting or designing.

Now it is evident that these sources, whatever their quality, are inadequate, and, except the first, irregular. But as general and professional scientific education becomes better developed and coördinated in appropriate institutions, as already recommended, the college scientific courses and polytechnic schools, every one of the latter having, as it should have, a separate chair of descriptive geometry and its applications, will be more and more able to graduate well qualified, including, in this, highly cultured professors and teachers of the principles and practice of both instrumental and free-hand industrial drawing of the highest order.

Also, while, for reasons already given, special artisan schools will be needed in all great industrial centers, some additional normal art schools or provisional applied-art classes in existing normal schools will be needed to furnish teachers for these special schools, and so far, if at all, as upon full trial may be found best, for those higher public schools which are located in the densest industrial centers. In these normal schools, there should, as I believe, considering the strongly marked contrast between

instrumental and free-hand drawing, and their equally numerous and important applications, be two distinct parallel courses of three or four years each, the one mainly mechanical, the other mainly free-hand, each full, both in its theory and practice, and each also with appropriate subdivisions.

Further, it is very important here to add that much of aggregate fullness, richness and all-sidedness of national art development will naturally depend on variety of organization and leadership in the successive State systems that may arise. Each should be an independent growth under the guidance of a master of strong individuality, and fine natural artistic taste, and capacity for high culture. Eastlake furniture, some of it, is good, but not so good that we wish to see nothing else from Maine to California, any more than we wish for nothing but dahlias in our gardens. In like manner, we want various schools of industrial, as well as of fine art, each presided over, not by the mere manufactured product of a routine system, which can be made by prescribed school processes from the rudest personal raw material as surely as wool can be made by mill processes into cloth — though the character of the cloth *will* depend on that of the wool — but by fine native, artistic capacity brought out by thorough and precise culture. By this illustration, I simply mean that neither original capacity alone, nor training alone, is sufficient to produce a proper director of art culture or industry, but that both united are necessary.

In a country like ours, as large as all Europe, and as varied in climate and scenery, there is both room and demand for French, German, Italian, Swiss and Russian art, together with what is very desirable, an indigenous school, if one can be inspired or cultivated into existence out of our own skies, autumns, birds, beasts and flowers, as seen through our national ideas and fancies.

In conclusion, and summarily, I could not recommend industrial drawing, without limitation, for all classes in the community, nor for all the pupils in all the schools; also there may be reasonable doubts as to whether it should be begun below the grade of high schools. Neither would I commend the whole field, or the whole of either of its two main divisions, to the study of any one pupil. Nor would I carry design in the general public schools to the point of immediate application to practice any more than I would carry physiology therein to the point of graduating trained nurses; or physics to the point of graduating stove manufacturers or glass-blowers. Nor need the subject be taught in the public schools as a means of educating the taste of the people, for the elementary stage, therein alone practicable, would be inadequate to such an effect — an effect which must be wrought upon the community by the

beautiful products of a high class of special schools of applied art, co-operated with, in all practicable and suitable ways, by the polytechnic schools.

Then, with the completeness and wise distribution of organizations here outlined, never forgetting to make State systems richly all-sided by the mutual independence of those systems, and inclusive, if possible, of a native school of art, it may result that, among the future honors of our country, there may be an age of art reciprocity, in which America shall give to other lands as much of industrial beauty as she shall take from them. So may it be.

HISTORY IN ITS RELATIONS TO PRACTICAL LIFE.

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It is not seldom we meet men whose zeal is greater than their discretion; who, driven on by eager desire, reach exhaustion and failure, instead of increased strength and the goal.

There is a suspicion prevalent that King George the Third's rebels, in their passionate desire for "life, liberty and the pursuit of happiness," are overlooking the pearls of great price, failing to discern in their excited scramble the gems of first water. I think there is cause for the suspicion. We have lived so long in a hurry, that patient deliberation—wise preparation for the grave duties of life—is unusual. Zeal is commendable certainly, but zeal tempered by wisdom is safer.

The practical man has usurped the place of the thinker. Indeed, that word "practical" has become the central one in our vocabulary, the *sine qua non* of the delegate to the Cincinnati or St. Louis convention. How, in very love for it, we roll the word in our mouths as a delicious morsel and chew it until it no longer retains its compactness of sound, practical, but opens new richness in the "*practical*" man of every-day life. As if we were desirous, like the excited old gentleman in a revival meeting, who pronounced the word glory, gul-lo-ry, to get as much out of it as possible.

We are too practical to be altogether pious; and recent events in our history would compel me to add, too practical to be decent.

The merely practical man is ever an unsafe guide. He is too easily deceived by the glittering possibilities of the moment. The principle of action may escape his attention. The past, with its record of successes and failures, brings him no wisdom, little more oftentimes than disdainful regard. Who is the man that can win *now*? Who is "the great unknown" in the contest for votes and power? Such a philosophy of life is unsound, for it rejects the very valuable light of experience. And the nation that has no sounder philosophy runs into extravagance and hard times inevitably. It will go on repeating experiments that have been tried over and over again, and always with the same result.

Doubtless with our superficial, practical way of thinking, we shall continue to buy Alaskas and negotiate for Cubas until we shall have

more territory than we can find time to govern, and a commingling of civilizations that will make our present confusion confounded.

Is it not a little strange, and from a business point of view absurd, that so practical a people as we are should so conspicuously neglect two such conspicuously practical subjects as the English language and history? Our mother-tongue is almost the only language we do not study in college; and in general we suffer it to grow up like a neglected child, ragged, awkward, unchaste, lawless. History, its twin sister, receives but a passing glance of pity, save, perhaps, during centennial year, when our schools and colleges, feeling that in the presence of our foreign visitors it might be becoming for us to know a little something about our native country; or, for some other equally good reason, devote a term or two to the history of the United States. Well, it is, perhaps, better than nothing. But as "all noble things are difficult," we need not hope by some such sudden spurt of enthusiasm or politic condescension, to find the treasures in this vast field of man's endeavor. Centennial years can, in this respect, do little for us. They unfortunately do not occur quite often enough.

I believe, ladies and gentlemen, that this indifference to the thorough study of history, will not long so be. When matter has ceased to be, as surely in time it will, the object of such enthusiastic scientific research so notably marking the intellectual bent of this century, and when the skeptical spirit so often, we sadly admit, connected therewith, is humiliated by its own loneliness, then will man become the focus of all the light shed abroad, and the central object of research and thought.

While in conversation with Professor Mommsen of Berlin, on the subject of history, he seemed greatly interested in the progress of historical study in America, and asked me many questions about it. There was many a shrug of the shoulders and wise shake of the head as answer after answer fell upon his ears; pain and surprise combined in the unusually vigorous one which followed the statement that in the United States we gave little attention worthy of scholars to the subject of history. He could with difficulty believe that in most of our colleges history was assigned to the tutors; or if not given to them to teach, tucked into odd corners of the curriculum and as likely to get in the way of the professor of mathematics, or physics, or geology, as of anybody else. It was not easy for him to comprehend that the people of the United States, trying the great experiment and opening their doors to all the world — the ignorant, the base, the dissolute of all lands having free entrance — very difficult was it for him to comprehend that history, the record of the struggle in the battle of life, was either quietly ignored or openly denounced as too unpractical for practical men. It will not always be so, he said, but in a few years the depart-

ment of history in your institutions of learning will take much of the space now occupied by chemistry and physics. These sciences deal with matter, history with man.

America cannot afford to eschew the world's history. She is herself the fair promise of a slow growing knarled old tree, whose roots find sustenance in the heart of humanity, and whose branches, twisted and torn by the storms of hate and greed, still bear aloft precious fruit to gather which is a calling noble among the noblest.

Strange it is, indeed it is strange, that with the great questions, we, as citizens of a republic, are called upon daily by all lovers of liberty to decide, that with our large territory and extensive commercial relations we should discard as unpractical and therefore useless the study, which, above all others, deals most intimately with man.

I will not now stop to consider why it is that history receives so little attention in our system of education, although it is to me an interesting subject and its investigation might open to the light many things obscure and apparently inconsistent in our national life.

That history is eminently a practical subject, would not, I think, be difficult to prove. That it is also a necessary element in the symmetrical development of mind and heart which makes the apostle's injunction "Be ye perfect" possible, and brings us in unison with the divine harmonies, rests upon a solid foundation of fact. Extended treatment of these topics is forbidden by the brief time allowed the speaker.

Practically speaking the study of history is the study of human nature; and might I not very naturally suggest that that is a subject practical enough for the most practical of nations?

Is there a successful business man in the land who does not rest his success largely on his knowledge of human nature? Unless a man is idiotic, history is as unceasing in its demands as the stomach for food.

We live among men and women. There are forty millions and more at home in the United States. Nearly one hundred thousand live in Albany, and there are two hundred in this room. Man forces himself upon us. We cannot escape him. There is not a word spoken, a deed done, a love sanctified or unsanctified, that has not humanity as its origin. "Man is the subject of every history; and to know him and consider him, as history alone can present him to us, in every age, in every country, in every state, in life and in death. History, therefore, of all kinds, of civilized and uncivilized, of ancient and modern nations, in short all history that descends to a sufficient detail of human actions and characteristics is useful to bring us acquainted with our species, nay with ourselves." (Bolingbroke on the Study of History.)

History a study that should take the back seat! History fit only for book-worms and Messrs. Dryasdust! History too unpractical for prac-

tical men! "The oracle pronounced Socrates the wisest of all men living, because he judiciously made choice of human nature for the object of his thoughts; an inquiry into which as much excuses all other learning, as it is of more consequence to adjust the true nature and measures of right and wrong, than to settle the distances of the planets and compute the times of their circumvolutions." We venture the statement that we would be a far wiser nation, safer in our political *status*, and juster in our humanity, if the truths of history were more widely spread. "Histories make men wise," says Bacon.

Man in all his relations, his joys and sorrows, his hopes and fears, his science, his art, his religion, is the scope of history. But it would be still a failure did it not connect him with the author and finisher of our faith! The laws of history are the laws of God.

"Righteousness exalteth a nation, but sin is a reproach to any people," would give us excellent practical results if every citizen of the United States knew that the statement is as historically true as divinely inspired. "Blessed is that nation whose God is the Lord," is emphasized by the fate of every people whose history has come down to us.

That history is a necessary element in the symmetrical development of mind and heart which makes the apostle's injunction, "Be ye perfect," possible, and brings us in unison with the divine harmonies, is a deduction from the fact that history is not limited to what dead men have done, but includes what live men are doing.

Surely to know why men have been narrow in their intellectual range and bigoted in their religion, why they have grown so fast as to be unstable, or so slowly as to die before the growth was completed, and apply this knowledge, will help us to obey the apostle's command.

If history reveals to us the false theory that has preyed upon the mind, stunting its growth, wasting its strength; or the theological dogma that has made men zealots instead of Christians; surely, I say, history is not to be neglected, but studied with eyes wide open to its light, and hearts welcoming and accepting its truths.

How do we grow — physically, mentally, morally? This is an important question. Is the growth sudden? Does man become in a few days or weeks an harmonious exhibit of three different and antagonistic forces?

Are there no dangers to be avoided, no passions to be subdued, no dead limbs to be lopped off, no crookedness to be made straight? The history of man's development says yes. What is the life and what the death of the man whose physical powers are in the ascendancy?

Twenty-two hundred years ago Aristotle gave utterance to a truth confirmed by the experience of all men since, "*Διανοία δ' αὐτῇ οὐδὲν κινεῖ.*" And he was right. "Mere intellect moves nothing." It needs

the enthusiasm of a great love for God and man to spur it onward. Alone, its fruit lacks the full richness of perfect development.

History again shows us that moral growth alone may result in fanaticism and terrible persecution. A man may be so moral as to be immoral; so religious as to lose his common sense.

I think, ladies and gentlemen, these statements are substantiated by the facts of history; that history speaks to us words of warning worthy our most careful consideration concerning any growth not symmetrical. If this be true, the young man or young woman that has learned wisely and well the great lessons of history, begins the strife in the fair light of day.

What, then, can history do for us? It can help us to know ourselves, what we are in our relations to the forces of the nineteenth century. If studied aright, history induces modesty, a rare virtue, and without which symmetrical development is impossible.

As a nation we need a little culture in that direction. It is well for a young man to learn early that there are other countries beside his own, with scenery just as grand and beautiful; with rivers as large and mountains as high; with cities equally as refined and just as strong; with fields just as broad and grass just as green; homes as home-like and hearts as loving; that the mothers of Greek and Roman and Jew were just as unselfish, just as true, as the mothers of Englishmen; that other maidens of other lands, white-armed as Juno or fair-cheeked as Briseis, have been loved and lost; that there have been other people quite as good, not less smart, just as sharp, quite as witty and fully as long-headed as himself.

What havoc history makes of our boasted superiority! American citizens, are we? Yes; but a few boatloads of yellow-haired, short-legged ruffians from the marshes of the eastern shores of the North sea are our ancestors.

No doubt we are very wise and very skillful in the affairs of life. Yet Egypt, thirty-five hundred years before Homer, knew almost as much and in skill beat us on our own ground. She supported seven millions (7,000,000) of people on about twenty-two hundred (2,200) square miles of territory, and was for centuries the granary of Europe.

There is little need, however, of illustration. Our place in the world's history is but a page or two of its annals; the Centennial, a passing picture of the panorama, forgotten before another can occur. "The shadow of a dream is man," said Pindar 500 B. C., and history confirms it. Modesty, the wide-open door of wisdom, is welcomed by history with its wise criticisms and humiliating examples.

But history does more than make us modest; it enables us to prepare for the future by avoiding the follies of the past. And still this is not

all. It would be well-nigh useless if by it the hand of God were not revealed.

Max Mueller in his celebrated lecture "Concerning the Results of the Science of Language," says: "I am convinced the science of language alone will yet place us in position to cry out to the evolution theory of the Darwinians a decided halt! and to draw the boundary sharply which separates spirit from matter, man from animal; (*"Ich bin ueberzeugt, dass die Sprachwissenschaft allein uns noch in den Stand setzen wird, der evolutions Theorie der Darwinians ein entschiedmes Halt! entgegen zu rufen, und die Grenze scharf zu ziehen, welche den Geist vom Stoff, den Menschen vom Thiere trennt."*)

History adds emphasis even to this bold statement, bringing out in clearer colors the picture of Paul on Mars Hill as he exclaimed, "And He hath made of one blood all nations of men for to dwell on all the face of the earth."

If we with diligence and humbleness of spirit seek to know man in these ages of his growth and decay, we shall find ourselves, I am sure, nearer Him "who is the Way, the Truth and the Life."

I am willing to rest the claims of history as a study indispensable to noble development, on this one fact, that it centralizes the great truth, "There is a divinity shapes our ends, rough hew them how we will."

PHYSICAL CULTURE.

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Nature has destined that the physical and intellectual education of man should be conducted in very different modes. The culture of the mind requires the early, constant, and well-directed efforts of an artificial system. That of the physical faculties is fully effected by the powers of unassisted nature. All she asks is, that we leave her free and unconstrained. Unhappily, our state of civilization, while it has copiously supplied the means of intellectual improvement, has, nearly in the same ratio, raised obstacles to the development of the physical powers, and if we wish to restore to these their original spring, we must either revert to our primary condition, or find substitutes in art for the modes employed by nature.

The importance of health to the regular exercise of the faculties of mind, as well as to the functions of the body, is very well understood in theory, and very generally neglected in practice. We are daily seen to accumulate the treasures of science on intellects where the physical machinery is disordered and made useless by the burden. What is the value of a brilliant genius, or a highly cultivated mind, to a weak and laboring frame? The mental abilities are found prematurely chained down by bodily weakness, are wasted, and perish unemployed.

Action is the object for which organization was created. If the organs are allowed to remain inactive, the channels of life become clogged, and the functions and even the structure get impaired. Young animals are filled with the desire of motion, in order that the fluids of the body may be forced rapidly through their tubes, the solids thus elongated and enlarged, and every part gradually and fully developed.

The immediate consequences of action on the bodily frame are familiar and visible to daily experience. Observe the sinewy arm of the mechanic. The muscles are large and distinct; and when put in motion they become as hard as wood and as strong as iron. Notice those who are accustomed to carry considerable weights on the head. The joints of the lower limbs are close set and unyielding; the frame perfectly erect and the attitude commanding. In the cultivator of the soil, though the frame may be vitiated by neglect, you may observe that the appearance of every part is healthful, vigorous, and well fitted for labor.

While all of us are desirous of possessing the excellent qualities of strength, hardiness and beauty, how defective are our systems of education in the means of acquiring them? In the present state of civilization, a child, soon after it can walk, is sent to school; not so much for the purpose of learning, as to relieve its parents of the trouble of superintending its early movements. As he grows older, the same plan is pursued and improved on, till a large portion of his time is passed in sedentary pursuits and in crowded rooms. In the short intervals of mental occupation, the boy is allowed to follow the bent of his own inclinations, and to seek in play that exercise which nature imperiously demands. The development of his system, though not what it was destined to be, is attained in a certain way, and he is exempted from some of the evils which fall so heavily on the other sex.

By long continued sedentary habits, an almost total neglect of exercise in the open air, and too prolonged and intense an application of the mind, the studious are but too apt to bring upon themselves a train of nervous affections, by which their progress in the pursuit of knowledge is often seriously impeded or entirely interrupted. To every student, therefore, the means of guarding against these evils should be a subject of no little interest, the vigor of the mind and its capacity for improvement being so intimately connected with bodily health.

The *general* causes of the derangements which tend to weaken the constitution, may be physical or mental. Among the most important physical causes are the want of the exercise proper to develop the powers of the body, and taking food improper in quantity or quality. The mental causes may be a too constant occupation of the mind in study, the influence of feelings or passions of a depressing nature, etc., etc.

The facts that show the want of exercise to be one of the greatest causes of these affections, and of the weakness that induces them, are very numerous; on the one hand, we observe that young people brought up to the hardy and laborious occupations, whether they are males or females, do not suffer in this way, and a still more remarkable fact of a general nature may be seen on a comparison between the two sexes.

The operation of mental causes on the bodily frame is not unknown to any of us; though they may not, perhaps, have been thought, in regard to education, to be of very great importance. As it is not in my power to enter fully into the subject, I would barely present it for your consideration. The effects of anxiety, grief, and other feelings, in diminishing strength and wearing away health, are, I judge, quite familiar to all.

Some of the immediate causes which lead to weakening the constitution, and which may be called local, in opposition to the former, are bad postures of the body and limbs. The habit of bending the neck

while writing or drawing, gradually causes a permanent change in the form of this part of the body. This distortion is so very common among us, that we are quite apt to consider it a natural formation. In fact, however, it is entirely artificial in a great number of instances. Sometimes it is the consequence of negligence, and not unfrequently of timidity. Whether it tends to impair the health always, I cannot say — its effect in deforming the shape of the body, however, is certainly very great.

Having adverted to the nature and causes of some of the defects that arise from want of attention to physical education, I shall now endeavor to throw out some hints as to the modes in which it may be improved.

Nature, as before remarked, if left to herself, is all-sufficient to the development of physical organization. But we live in an artificial state, a state that continually thwarts the course of the native dispositions of the animal economy; and as we must abandon the advantages of these, we must seek for substitutes in an artificial process.

The principles which should form the basis of such a process will readily be seen, on attending to the nature and causes of these defects. Observe that the remedy, or rather the preventive means, lies in a certain regulation of the sentiments, passion and intellectual operations; in promoting bodily activity; in a salutary regimen, and in some other inferior considerations.

In regard to the first of these, that is, to what relates to the mind, it is not my purpose to treat, and I shall simply advert to some of the others.

Toward a perfect system of education, it is necessary there should be a balance present between physical and intellectual cultivation. When the mind is closely occupied, the body should be carefully guarded. If the pursuits of the former are severe and absorbing, those of the latter should be cheerful and relaxing. Instead, then, of abandoning the physical to the intellectual culture, it should be increased in the same ratio, and followed with the same earnestness.

Exercise is so material to physical education that it has sometimes been used synonymously, though it really constitutes only a part of it. In order that exercise may have its due operation, it must begin at the earliest period of life, and of course the parent must in this act the part of the instructor. He should take pains to have the infant carried into the air every day, and in every season. In the earlier years the dress should be arranged so as to allow that use of the body and limbs to which nature prompts, with freedom and without impropriety. Young persons, however well disposed, cannot support a restriction to one place and one posture. Nature resists such restrictions; and, if enforced, they are apt to create disgust with the means and the object. Thus, young

men learn to hate exercises and studies that might be rendered agreeable, and they take an aversion to instructors who would otherwise be interesting to them.

The postures they assume while seated at their studies are not indifferent. They should be frequently warned against the practice of maintaining the head and neck long in a stooping position; and the disposition to it should be lessened by giving a proper elevation and slope to the table or desk, and the seat should have a support or back of a few inches at its edge. The arms must be kept on the same level, and there should be room to support them equally or the right will be apt to rise above the left from its constant use and elevation. A standing posture in writing and studying is not the correct one for young persons. The secret of posture consists in avoiding all bad and all long continued positions.

The ordinary carriage of the body in walking should be an object of attention to every young person. How different are the impressions made on us by a man whose attitude is erect and commanding and by one who walks with his face directed to the earth as if fearful of encountering the glance of those he meets.

If nature has not given beauty of face to all she *has* given the power of acquiring a graceful movement and upright form, the qualities more valuable and more durable than the other. These qualities are lost or gained in youth, for I think it will be generally admitted that the years which young men spend at the colleges and universities are those in which active exercise proves peculiarly beneficial in strengthening the frame, for then growth is comparatively in abeyance while development is unusually energetic. The osseous system is mapped out, but the bones are not thoroughly set. They are still, as it were, very malleable, and the cartilages also are prepared to yield and the chest may be taught to enlarge its boundaries. Many a youth who was, perhaps, shooting up a mere weed, slight, frail and tall, has, by a judicious course of physical instruction, been moulded into a robust and well built man.

The influence of an upright form and open chest over the health is sufficiently understood, and what may be done to acquire these qualities is shown by many remarkable examples.

Dr. Warren in his able letter on this subject, from which I largely quote, writes as follows: "For a great number of years it has been the custom in France to give young females of the earliest age the habit of holding back the shoulders and thus expanding the chest. From the observations of anatomists lately made, it appears that the clavical or collar-bone is actually longer in females of the French nation than in those of the English. As the two nations are of the same race, as there is no other remarkable difference in their bones, and this is peculiar to

the sex, it must be attributed, as I believe, to the habit above-mentioned; which, by the extension of the arms, has gradually produced a national elongation of this bone. Thus we see that habit may be employed to alter and improve the solid bones. The French have succeeded in the development of a part, in a way that adds to health and beauty, and increases a characteristic that distinguishes the human being from the brute."

And Dr. Morgan in the course of his valuable remarks on this subject says: "In examining patients for insurance companies, I have frequently refused the lives of young persons on the ground that their chests were narrow and shallow. In several instances, however, these thoracic defects have been corrected by a systematic course of gymnastic exercises, justifying me at a later period in recommending their acceptance."

Unmindful of such lessons as these, many men look upon the cultivation of their minds as a sacred duty, while they utterly neglect the comparatively easy task of keeping their bodies in working order, and yet it is a question whether attention to bodily culture is not of even more importance to the well-being of our race. For we should never forget that outward form is more surely transmitted to a man's descendants than mental qualities, however high. Parents gifted with rare abilities are often humiliated at observing the painful dullness which is apparent in their offspring, while those who are sound in constitution and powerful in frame, are but rarely disquieted by the sickness of their children. The sturdy grenadiers of Frederick William I., married to wives of surpassing stature, were the progenitors of a population which still supplies the most imposing guardsmen of the German Emperor. Thus we find that in the vast majority of cases physical form is bequeathed from sire to son; and, inasmuch as athletic exercises are well qualified to develop the manly graces, they have a material influence on the improvement of our race. I feel persuaded that if every youth on attaining man's estate, and to a certain extent every woman also, were compelled to take just so much exercise as would call out the physical resources latent within them, the gain to our national health would be something marvelous. Scrofula, consumption, insanity and other hereditary diseases, which are holding each succeeding generation in a firm grip, would be sensibly diminished, while a far healthier tone would pervade public morals. A sound mind in a sound body requires other recreations than those supplied by the casino and the music-hall.

Dr. Morgan in his investigation on this subject, further states: "In examining lives for insurance companies and at other times, I constantly find that though a chest may measure upwards of forty inches in circum-

ference, it is not the storehouse of constitutional vigor which its possessor fondly imagines; the diaphragm encroaches upon its boundaries, the lung tissue is wanting in elasticity, while the walls of the chest are padded with cellular and adipose tissue to as great an extent as the rest of the system. Had the physical training of such an one been judiciously conducted at the time when his bones were still pliant, he might have been moulded into a strong man. But his muscular education was cruelly neglected, and hence it is no subject for surprise that we should often learn from his own lips that his apparent strength is deception; that his constitution demands much nursing and care; the slightest exposure to draught is followed by a painful attack of rheumatism; a whiff of cold air touches his bronchial tubes; that he must be careful in what he eats, drinks and avoids; he is a martyr to various dyspeptic disturbances; he has long been compelled to forego his beer; and champagne, unless very dry, must be well-nigh eschewed. After these observations, it need excite no surprise to hear that such a being is to all intents and purposes an old man at the age of forty. The suppleness of his limbs is already on the wane, he walks perhaps with a certain dignity of carriage, but his action is decidedly stiff. When men like these (often possessed of more wealth than they have been educated to spend) are advised to try the effect of an entire change of habit, to retire from their counting-houses, lead an active life, and so endeavor to arrest those destructive changes which, from want of exercise, are assailing their frames, it is usual to hear that holidays are irksome; that as they have never been trained to enjoy the pleasures of the country, such an existence would be utterly distasteful to them, and time would hang heavy on their hands."

Examples such as these should serve as warnings to a numerous class of business men. In youth and in early manhood their lives are often needlessly sedentary and inactive; it is not therefore surprising that pursuits and recreations which if periodically practiced from boyhood are well calculated to prolong existence, should, when thus tardily wooed in later years, refuse to smile on the evening of life.

The question, then, which naturally suggests itself, is this: "What manner of man is likely to possess a maximum amount of strength and endurance?" In the British army, experience has proved that soldiers whose height ranges from five feet seven to five feet nine are, on the whole, those best qualified to stand the privations and fatigues incidental to a hard campaign. Privates, however, are usually recruited from among classes of the population who from their earliest years are compelled to earn their livelihood by the labor of their hands; and though in such persons the frame is usually well developed, and the chest wide

and deep, still their laborious occupation tends somewhat to check upward growth; hence on an average they are not so tall as youths who are more delicately nurtured. From inquiries made by Dr. Morgan, regarding the height and weight of some of the old oarsmen as well as from observations on others in the same rank of life, who from their physique seemed peculiarly fitted to stand a severe course of training, he concludes that for universitymen at the age of twenty, five feet ten may be looked upon as the perfection of height, while the weight proportioned to that height will probably be 168 pounds. For every additional inch in height we should require about six or seven pounds in weight, if strength is to be commensurate; while for every inch below five feet ten, some five or six pounds less of weight will fairly represent what the bulk should be. If the weight exceed this limit by many pounds, such excess is probably due to the presence of abnormal fat. By immersing in a bath accurate copies of some of the most celebrated ancient statues (which we have every reason to believe were modeled from the life), such as the "Dying Gladiator," the "Theseus" and the bronze "Hercules" in the British museum, and ascertaining the quantity of water displaced, Mr. Brent succeeded in showing what would be the weight of a man similarly proportioned to these well known works of art. From the information here supplied, it would appear that a "Dying Gladiator" would, in the flesh, have weighed 179 pounds, his height being five feet ten; the "Theseus" and the "Hercules" both also measuring five feet ten, weighing respectively 193 pounds and 222 pounds. Men as muscular as these models of the sculptor are occasionally met with in the present day. Dr. Chambers remarks that the greatest muscular development without obesity which he had been able to discover, is in the instance of Parkins, the famous Cornish wrestler, whose ordinary weight in his clothes was 235 pounds, his height being six feet.

Dr. Morgan is disposed to fix upon twenty-five as the age at which the human frame and its tissues reach their acme of development. It may be laid down as a rule subject to very few exceptions, that after this age increase of weight does not represent additional power, but indicates rather the growing accumulation of a useless and unprofitable burden. When, therefore, we hear of a man who at twenty years of age weighed 168 pounds, and in after life inclining to corpulency has reached the abnormal weight of 240 or 250 pounds, we must not consider him proportionately stronger; on the contrary he should rather excite our pity and commiseration, the seventy or eighty pounds distributed over his body being composed wholly of adipose tissue. He is thus as completely enveloped in blubber as though he were a whale or a seal.

During the last few years the whole question of national physique has assumed new and momentous proportions. In the late continental war, the most striking point of contrast between the two combatants was the difference in strength between the individual soldiers of which the hostile armies consisted.

The stamina of the German troops as exhibited in the rapidity and length of their marches, and their endurance under trying exposure, contributed as much to their marvelous success as did the skill displayed by their generals.

War, in its bearing on national health, is by no means an unmitigated evil; it exacts a heavy penalty of blood, but the weakly are killed off and those who survive usually derive great benefit from their enforced exposure and hardships.

On the return of the German troops to their Fatherland after the seige of Paris, the change in their appearance has been described by eye-witnesses as truly remarkable. Half-developed youths were transformed into bearded and robust soldiers; puny and delicate men hardened into vigorous health.

There is much in the present day which is calculated to impress upon the mind of all thoughtful and patriotic men, the importance of directing more attention to the subject of physical education. At no time and in no place could every useful variety of exercise be more advantageously carried out than at our colleges and universities. Without in any way detracting from the educational value of such institutions of learning, they might, for the class by which they are frequented, serve as valuable national gymnasia; colleges for training the mind and also for the development of physical vigor. Such exercise should constitute a regular part of the duties of such institutions, and should, moreover, be made compulsory. The very young men who are in most need of physical development, are the ones who come strongly fortified with petitions to be excused from the very exercises which their feeble condition most loudly calls for. Our young men should surely be compelled to find time to cultivate those exercises which Cicero and Cæsar, and some of the most studious among the ancient and modern philosophers considered necessary, and contrived to prosecute in the midst of their studies and affairs.

If the gymnasium is deserted because it calls for too much effort, a generous government has placed within the reach of all our leading institutions a mode of instruction which combines at once mental and physical culture. The military drill is not too severe for the weakest of our college lads. It gives them one hour's honest exercise, which will usually suffice for the brain-worker, producing prompt reaction without

a sense of exhaustion. It expands the chest, gives a manly carriage and upright form, carrying with it, almost imperceptibly to the student, those habits of obedience and discipline, which make young men better citizens in after life.

A free country can certainly have few better guarantees for its liberties than that its educated men should receive such instruction. The recent extension of the system from twenty to thirty colleges goes far to prove its usefulness, and if judiciously continued must certainly prove a great advantage to the nation at large.

INTER-ACADEMIC COMPETITIVE EXAMINATIONS.

By Principal GEORGE R. CUTTING, A. M.,
of Waterville Union School.

In our brief treatment of this important subject, we shall regard it as self-evident that *some* system of examinations is an essential feature in the grading of the academy. Moreover, it is equally an axiom with the majority of live teachers, that a well-ordered competition is a potent lever in the successful maintenance of that enthusiasm, so essential in the academy. Study for the mere love of it, is a correct principle and a plausible theory; but, practically, it is not far-reaching enough to embrace the mass of academical students. Incentives of various kinds must be devised. In the common school we find various systems of rewards of merit; in the live academy there are prize contests for proficiency in the various departments of study and rival literary societies; in the college we note the same competitive methods, carried to the highest extent. The Regents of the University of New York, recognize this principle when they demand preliminary examinations, competitive for a certificate, before a scholar can be admitted to either of the 240 academies and academical departments of union schools under their control. The main query of this paper is: "Why does our Board of Regents guard so carefully the doors of their academies, and then, practically, leave the inside workings to the chance management of these academies themselves?" Why does the State practically cease its scrutiny at the very beginning of the academic work? What does a certificate of graduation mean in the average academy? In some it means two, in others three, in still others (and these are the best), it means four years of consecutive academic work in the sciences, mathematics and languages. A Regents' entrance certificate means something, it means a certain proficiency in English grammar, arithmetic, geography, spelling and penmanship; a standard recognized throughout the State, one universal in its application.

What does a graduation certificate acquired in these same institutions mean? Before one can answer the question, the informant must know the academy, the trustees, the principal. In some academic institutions of our State, it means a standard equal to the best of the land; in others, a certificate resembles, in more than one respect, paper currency devoid of a specie basis.

Outside of the money appropriations to academies, we can see no reason why scholars should not be required to submit to a Regents' examination in algebra as well as in arithmetic; in rhetoric and history as well as in spelling; in philosophy, physiology and chemistry as well as in geography; in grammar universal as well as English grammar. If the Board of Regents should determine the standard in "the fundamentals" — in the introduction to an academy — why not in the essentials of an academic course?

Such examinations, conducted as the preliminary examinations now are, would be a wonderful incentive to academic study.

The institution with which the author of this paper is connected, was established four years ago on the ruins of the previous district schools of the village of Waterville.

Previous teachers had given out the impression that it was immaterial whether or no English grammar and geography were studied. A union school was established; the Regents incorporated an academical department; the Regents' examinations — competitive for a certificate — were introduced; and the last relic of the old-time prejudice against grammar and geography has vanished from the mind of both parent and student. These scholars are now slowly being brought within the Regents' fold, and no scholar of our grammar department deems it proper that he should leave school before gaining this certificate. But when, within the academic fold, we urge them to study rhetoric, history, algebra, geometry, the languages and sciences, not a few, unreasonably, of course, reply: "The Regents don't require us to be examined in those. I have a Regents' certificate. If our State board deemed those studies essential, they would introduce them by competitive examinations, as they now do in grammar, geography," etc. We would pay grateful homage to this governing board of our State, for what they have thus far done in maintaining a high standard of admission to our academies. Will they stop the good work here? With all due respect, we ask, why not supervise a little more directly *inside* the academies? Have examination papers issued in the higher academic studies, such as algebra, physiology, rhetoric, history, etc., and to successful competitors award certificates of a higher grade. These extra examinations would only necessitate extra sets of questions; for the academies could have the competitive contests on the same days, and under the supervision of the same local committees, who now supervise the preliminary examinations. There could be no conflict of duties among the contestants or of time in the hours of holding the examinations, for the same class of scholars would not be competitors for different grades of certificate at the same time. If need be, there could be a local committee of five, instead of three as now, and the two days now consumed each term of

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the year would be sufficient for the enlarged sphere of these Regents' examination in all grades proposed.

There will be conservatives who will oppose this as every other proposed innovation, but is not the scheme as feasible as that of conducting the present preliminary examinations, examinations which have done a world of good to the academies of this State? Croakers there will be, too, who will say, as now, that "a Regents' certificate doesn't amount to any thing." Because one government official is faithless to duty, we do not overthrow the whole system of government trusts. And because one principal, with an eye to the financial returns, boosts his scholars over the academic fence, shall we tear down all the fences? No. Teachers, as a class, can be trusted, at least, in their sworn affidavit, and we venture to predict that a series of competitive examinations within the academy would raise the common standard of these institutions; would, by their official prestige, be a healthful incentive to the "floating" students, those who do not deem the higher studies an essential; in short, would place the academic courses of study on as uniform a basis as now characterizes the requirements for admission. Some judicious system of prizes might be instituted, the award being made to the best papers in any subject, or the higher grade certificate might suffice, in itself a prize. If our academies, too, are to instruct common-school teachers, why not subject the scholars in these teachers' classes to the same competitive examinations, as the normal school candidates now are subjected to.

Does the State really know the standard attained in these teachers' classes? Would not inter-academic competitive examinations be a better test, than imagination? Some thorough work is done. It would be of a higher grade, we think, were the candidates obliged to attain the equivalent of a normal school diploma, before public money could be drawn.

THE COMPOSITION OF THE FRENCH LANGUAGE AND SOME PRINCIPLES OF FRENCH ETYMOLOGY.

By Professor HERMAN C. G. BRANDT, A. M.,
of Hamilton College.

The original inhabitants of France belonged to the Celtic race. Cæsar found in Gaul three chief tribes: The Aquitanians in the south, with a slight Iberian admixture; the Belgians in the north, and between these the Gauls proper. Through the influence of the Greek colony Massilia (Marseilles), the Greek language and culture had spread along the southern coast. By the year 51 B. C., Cæsar had brought all Gaul under Roman rule, and it became a part of the empire as Gallia Trans-Alpina.

For 500 years Gaul was Roman, and at the end of that period it was completely Romanized. By that time Rome had introduced civilization in place of barbarism, law and order in place of confusion, centralization in place of petty feuds, broad highways in place of bridle-paths, bridges in place of fords. Her culture, literature and language had superseded the runes and rites of the Druids.

At the beginning of the fifth century the German invasion began. The Burgundians and Goths were the first who gained permanent abodes on the left bank of the Rhine. The Franks, fifty years later, made an end of Roman supremacy. The Merovingian dynasty ruled about 200 years and the Carolingian 300 more, making in all 500 years of German sway and influence. It was in this period that Charlemagne built up that mighty empire, with Roman civilization at its foundation, extending from the Ebro to the Baltic, from the German ocean to Sicily. This underwent disintegration at the treaty of Verdun, in 843; and France, Germany and Italy became separate, independent kingdoms. From this date, we hear first of France and the French language.

With these facts and dates before us, let us inquire into the composition of the French language. Its material is three-fold, coming from three different sources, which are already pointed out. We will first consider the Celtic or Gallic, which Cæsar heard. This was crowded out by the Latin. The conquered substituted the language of the conquerors for their own. This change was not sudden, but gradual, spreading from centers of administration and commerce over the whole country. In the third century Ulpian wrote "the commands of the faith

can be left in any language, not only in Greek or Latin, but also in Punic or Gallic." St. Jerome was in Gaul in the fourth century, and lived among the Treveri. In the preface to his commentary on the Epistle to the Galatians, he says: "The Galatians have their own language, almost identical with that of the Treveri." At Jerome's visit in Gaul, therefore, Gallic must have been still alive. In the middle of the fifth century Lidonius reproaches the Arvernian nobility for a certain roughness in pronunciation of Latin, due to their mother tongue.

Armorica, in the extreme north-west, clings to its speech, and in Bretagne to-day, the Breton is a Celtic dialect almost as pure, as the Welsh or Irish. The Celtic words in the literary French are few. Many are doubtful and obscure, owing to the backwardness of Celtic philology. There are about fifty words, half of which occur also in the latest Latin writers and in Spanish, Italian and Provençal. I mention only a few, which we meet also in English.

French *bec*, Middle Latin form *beccus*, English *beak*,

" *lieue*, " *leuca*, " *league*,

" *marne*, (Pliny) *marga*, " *marl*,

" *braies*, " *bracca*, " *breeches*.

"Braies" holds about the same position in French that "breeches" does in English. Both are excellent words, but for some reason are neglected and looked down upon. Since small clothes were lengthened into wide-bottomed trousers, we use no longer "breeches," but the outlandish word "pantaloons," which is deservedly abbreviated by persons who call themselves "gents," into "pants."

The names of two domestic animals are Celtic, *le chat*, the cat, and *le cheval*, the horse. The Celtic counting by 20 still survives in French. In old Fr. 60 was *treiz-vinz*; 70, *triz-vinz-dis*. New. Fr. has only retained *quatrevingt* and *quatre-vingt-dix*.

Celtic influence is very evident in French syntax. It appears in —

"(1.) The difference in the meaning of an adjective, standing before and after a noun.

e. g. *un homme honnête*, a gentleman,

un honnête homme, an honest man.

(2.) In that a noun, which is strictly in the genitive, stands after the governing noun without the preposition. e. g. *hôtel-dieu*.

(3.) In the use of cardinal numbers instead of the ordinal after proper names. e. g. *Henri quatre*."

But French is decidedly a Romanic language. Nine-tenths of all its words are of Latin origin. The particles and pronouns, without which we hardly form the simplest sentence, are Latin. So are the numerals, cardinal and ordinal, and the great bulk of verbs, nouns and adjectives.

The third element is the German, or rather Germanic. The German

tribes who invaded Gaul and ruled over it for five centuries, spoke German dialects but not German. These dialects were Gothic, Burgundian and Frankish, all three closely related. The Gothic is the oldest and purest, preserved to us in Ulfila's Bible translation. Burgundian approaches Gothic, while Frankish, under the Carlovingian reign, rather approaches Old High German. But Frankish, the most prominent of the three dialects, though the language of the ruling race, was not the ruling language by any means. Latin was used by the State, the Church and by scholars. The nobility and the authorities would not condescend to speak the Romanic of the common people, and the latter scorned to use the language of their oppressors. Latin was for a time the common ground on which they met. Yet the Frankish gradually lost its identity and was embodied in the Romanic speech. Exactly when it disappeared we cannot tell. We know that Charlemagne clung to it and cherished it; and his son Louis on his death bed, to frighten away the evil spirits, cried out in German, *Huz! Huz!* From the end of the 9th century the celebrated "Ludwig's leich" is still extant, a eulogy of Louis III. on his victory over the Normans in 881.

Diez estimates the Germanic words in all the Romanic dialects to be 950 in number; 300 of these are common to all, 450 peculiar to French, 140 to Italian, 50 to Spanish and Portuguese. French, then, claims 750 words of Germanic origin. I give a few examples from different classes of words:

In military concerns, the word *guerre* itself is Germanic, being the Gothic *werra*, war.

German, <i>metzgan</i> (to butcher),	French, <i>massacre</i> ,
" <i>schaarwacht</i> ,	" <i>echauguette</i> ,
" <i>habersack</i> ,	" <i>havresac</i> ,
" <i>bolwerk</i> ,	" <i>boulevard</i> .

Terms in law and State affairs are numerous. e. g.

French, *feud*, German, *fehde*, English, *feud*.

Terms in navigation. e. g.

German, <i>hafen</i> ,	French, <i>havre</i> ,
Dutch, <i>sloop</i> ,	" <i>chaloupe</i> ,
" <i>cajuit</i> ,	" <i>cajute</i> ,
Ag., <i>steorbord</i> ,	" <i>tribord</i> ,
O. G., <i>heribergo</i> ,	" <i>auberge</i> .

The names of the points of the compass are German:

nord, est, sud, ouest.

Names of animals:

German, <i>Reinhart</i> ,	French, <i>renard</i> ,
" <i>möwe</i> ,	" <i>mouette</i> .

Abstract nouns. e. g. German, *hast*, French, *hâte*.

A second influx of Germanic words occurred during the eighth and ninth centuries, by the landing and the settlement of the Normans on the northern coast of France. The readiness and willingness with which these adventurers and pirates laid aside their own language and customs, and the eagerness with which they adopted those of the Franks, are surprising. Their influence upon French was not great. They increased the vocabulary of navigation, already German, and modified French pronunciation. It was the French as spoken by them, Norman French, that was embodied in the English language, when the Normans conquered England in the eleventh century.

The Greek and Arabic elements, which are quite strong in Italian and Spanish, are very meager in French.

Not counting the words which are cognate in Latin and Greek, and those which supply the modern scientific vocabulary, there are about sixty Greek words (according to Diez) introduced since the crusades. e. g.

Greek, παδίον,	French, <i>page</i> ,
“ μύσταξ, .	“ <i>moustache</i> ,
“ πέταλον,	“ <i>poêle</i> (English canopy),
“ σμύρις,	“ <i>emeril</i> ,
“ σειρήν,	“ <i>serin</i> (finch).

Three common Arabic words are : *magasin*, *alcôve*, *assassin*.

The oldest name of the language of Gaul or France, that is recorded, is “*lingua gallica*” used by the late Latin historians. In the Breton dialect it is still called “*gallek*” and a Frenchman is a “*Gall*.”

“*Lingna Fransica*; *francica* or *Franca*” was at first the name of Frankish only. When Frankish died out, the language of the north inherited this name, called now, “*langue françoise*.” So the very name French is Germanic. In contrast to the *langue d’oc* it was called *langue d’oil*. It is from this *langue d’oil*, the dialect of Northern France, of the Isle de France (or Paris) that modern French directly sprang. It existed by the side of the Provençal during the middle ages. It was inferior in the flexibility, refinement and polish which the Troubadours gave to their dialect. Yet it gained the supremacy over the *langue d’oc*, and in the year 1539 King Francis I. commanded that all the decrees and laws should be published in the *langue française*, as it has ever since been called. It is from this date, that, what we call French now, has been the language of all France.

Though French has a very strong Germanic element, stronger than any sister language, it is decidedly a Romanic dialect. We may expect to find ninety-nine out of a hundred, of Latin origin. But we may not expect to trace all these to classical Latin, that of Horace and Virgil, Cicero and Tacitus. Nor must we understand by Latin merely the written language, as we find it in the inscriptions, laws and the less

classical literature. We must go back to the broad foundation of popular speech. The language in which the classics of any nation are written, is the crystallization of the language of the people.

Diez has collected about 600 words which are, most of them, designated by the classical writers themselves as "*vocabula rustica, vulgaria or sordida*." Some of them we can now judge to have been inelegant and unclassical. All these words have their derivatives in the Romanic dialects and consequently in French. e. g.

Adjutare, anteclassical and postol. French, *aider*: *belare* for *balare*, French, *bêler*, English, bleat: *caballus*, of Celtic origin, French, *cheval*, taking the place of classical *equus*; *duellum*, obsolete for *bellum*, French, *dul*: *gluto* unclassical, French *gluton*.

French inherited Latin in still another form, viz.: Middle Latin, as it existed in the early portion of the middle ages, till the death of Charlemagne. In this period both classical and popular Latin had undergone many changes in form and meaning; and the words thus modified entered into the Romanic dialects. Du Cange estimates their number to be about 800 in French.

Ml., *cabellarius* (from *caballus*), French, *chevalier*.

" *capitanus*, French, *capitaine*.

Classical "infans," a child unable to speak, meant in Ml. *puer* and *puella*, which meaning French accepted in *enfant*. Cl. *quercus* was corrupted into "casnus," which alone accounts for French *chêne*.

Ml. *tructa*, French *truite* (English trout).

In Ml. *causa* was used for *res* and furnished French *chase*.

Ml. *barus*, a free man, French, *baron*.

There is still another class of words, derived from the Latin, which remains to be considered, viz.: of those words which have been introduced into French, as into every modern language, since the revival of classical learning. Both Latin and Greek form the reservoir from which modern languages draw in order to supply the demands made upon them by the advance in knowledge and civilization. These words are little changed in form, while accent has shifted. They are not at all subject to the laws of derivation, which govern the early body of the language. There are three signs by which we can readily distinguish an old word from a modern:

(a.) The preservation of the original accent.

(b.) The loss of unaccented vowels.

(c.) The loss of consonants, generally made good by a modification of the vowel before it, indicated by an accent. e. g.

French *frêle* comes from *fragilis*. It has preserved the accent, has lost unaccented vowels, and the consonant *g* indicated by the circumflex on the preceding vowel.

While French *fragile*, from the same L. *fragilis*, has shifted the accent, and has not the other characteristics of *frêle*. *Père* from *pater* is old, *paternité* — new: *acheter* (old) and *accepter* (new), come both from *acceptare*.

Employer (old) and *impliquer* (new) both from *implicare*.

Façon (old) and *faction* (new) from *factio*.

French *frêle* and *fragile* point to English *frail* and *fragile*, which are representatives of two classes in English, and *analogous* to the French. *Frail* is the old word introduced as Norman French, *fragile* is modern.

We are now to inquire, to what laws and perhaps 'accidents' words are subject in their transformation from Latin into French.

Taking Latin *anima*, how did it become French *âme*? Or starting with French *espèce*, how can we trace it back to Latin *species*?

It is these questions etymology must answer. It is necessary, beginning with Latin vowels and consonants, to follow them in their transition; and after they have become French, to see what changes their influence upon one another may bring about, accident may add and euphony require.

In Latin vowels, accent and quantity are of great moment. The accented long and short vowels either remain unchanged or if they change, it happens according to fixed rules; while the unaccented, short, baffle all classification, when they are not dropped altogether. Let us take the first example, *anima*. The first *a* is accented short, and remains; *i* unaccented, short, is dropped. Final *a* unaccented, short, becomes silent as sign of the feminine gender. We have now *an'me*, which really occurs in Old Fr. Later also *n* disappeared, a received circumflex and length and we have modern Fr. *âme*.

A striking transition is that of *ē* and *i* accented into *oi*; e. g. *me* — *moi*; *te* — *toi*; *habere* — *avoir*; *serus* — *soir*; *digitus* — *doigt*; of *ē* into *ie*; e. g. *bene* — *bien*; *mel* — *miel*; *tent* — *tient*; *venit* — *vient*.

There is a strong aversion to the hiatus in the Romanic dialects. It was avoided in three ways:

(1.) By the interposition of a consonant, commonly *v* and *j*. e. g. *Pleuvor* from *pluere*.

(2.) By elision. e. g. *Tamdiu* — *tandis*.

(3.) By attraction of the first vowel of a hiatus by the preceding syllable. e. g. *Gloria* — *gloire*; *materia* — *matière*; *corium* — *cuir*.

In this way arose the *l* and *n* mouillé. e. g. *Familia* — *famille*; *folium* — *feuille*. A hiatus, that would arise by composition, is prevented by elision. e. g. *de* — *ab* — *ante* — *devant*.

As to consonants, we observe in general, if three occur together either originally or by loss of vowels, the middle one is dropped, when it is a mute or *f*. e. g.

Sanctus — *saint* ; *computare* — *conter* ; *l* before another consonant dissolves into *u*. e. g. *calidus* — *chaud* ; *falsus* — *faux*.

Consonants are firmest at the beginning of words. In the middle they generally disappear and give length and accent to the preceding vowel. e. g. *respondeo* — *répondre* ; *mater* — *mère*, etc. Final consonants are dropped without influencing the word.

A remarkable phenomenon is the prefixing of *e* to *st*, *sc*, *sp*. e. g. *Spatium* — *espace* ; *sperare* — *espérer* ; *species* — *espèce*. The tendency to drop *s* and *t*, however, affected these words. e. g. *stabulum* became first *estable* and then *étale* ; *species* (spice) first *espice* and then *épice*. Only so much about Latin vowels and consonants.

As to the French vowels and consonants, I must be brief and general. *E muet* is peculiar. It was pronounced till after the Norman conquest of England, as it was then carried into English. (We find it in Chaucer.) It is still pronounced and reckoned as a syllable in French poetry. It influences greatly the preceding vowels and consonants. Because it represents L. *a* in feminine vowels and adjectives, it became the sign of the feminine gender in French.

Diphthongs proper are very few in French. The more common are *oi*, *ui*, *ie*, in *moi*, *suis*, *pied*. Vowel combinations, however, are abundant, representing a single sound. They are for the eye merely and orthographical, precious bricàbrac in historic spelling.

We come next to the system of inflection. This underwent great simplification and decomposition. The endings of nouns and adjectives disappeared, all except two, viz.: *e* (Latin *a*) as sign of the feminine, and *s* as sign of the plural.

As to genders, the neuter was lost entirely. As to cases, having lost their endings they were replaced by the prepositions *de* and *à* before the nouns.

Here a difficult question presents itself. From which case or cases did the French noun take its form ? Take Fr. *conte* and from which case of Latin *comes* is it derived ? Not from the nominative, for it would not account for the *t* in *conte*. Besides, both in Latin and Greek, the noun has not its most pure and primitive form in the nominative. The best authorities have settled upon the accusative, as the ground form of all Romanic nouns. They agree, also, that the *s* of the accusative and nominative plural in the Latin declensions furnished the *s* for the general plural sign in French. The loss of all the other case-endings was also partly made good by the use of the article. This is derived from *ille*, of which either the first syllable was taken on account of its accent, or the second on account of the case-ending (in French the second). Its office was at first merely demonstrative.

The derivation of the adjective is simple, and similar to that of the

noun. As neuter-nouns were classed either with the masculine or the feminine, there was no use of the neuter adjective. *Bona* gives *bonne*, *bonus* gives *bon* and *bonas* gives *bonos*, *bons* the plural.

The comparison of adjectives by means of adverbs had already gained ground in Latin, and it prevailed entirely in the derivative languages. There is one innovation, viz., the use of the comparative, preceded by the article, in place of the superlative. This extends even to the irregularly compared adjectives. *Bonus*, *melior*, *optimus*, became now *bon*, *meilleur*, *le meilleur* instead of *optime*.

In the adverb the ending "ment" is striking. It comes from the ablative *mente*. In *devota mente*, *placida mente*, and the rather unclassical *parimente* and *alia mente*, the noun lost its separate force as noun and became a suffix to the adjective. This gave rise to its use as adverbial ending attached to any adjective.

The most interesting and important part of French etymology is the verb and its inflection, which we can treat only very generally now in conclusion.

While the tendency in every thing else was towards simplicity, in the verb, it was toward complication and circumlocution. Of the Latin tenses, the present, imperfect and perfect active appear again in French present, imperfect and past definite. e. g. *canto* — *chante*; *cantabam* — *chantais*; *cantavi* — *chantai*. The French imperfect subjunctive sprang from the Latin pluperfect subjunctive. e. g. *Chantasse*, from *cantassem*, *finisse* from *finissem*. The compound tenses of the active and the whole passive are formed by means of auxiliary verbs and the past participle. If we consider that even Cicero could say, *satisdictum habeo* instead of *dixi*, *habeo cognitum* instead of *cogonovi*; that even in Latin and Greek *esse* and *εἶναι* were used in the passive voice, then, it is not surprising, that this periphrastic method prevailed in all the Romanic dialects and supplanted tenses, that became so similar in form by phonetic decay as to be confounded, and so similar in meaning that neither was fit to survive.

In the past participle the idea of time was lost, as it was expressed distinctly in the auxiliary verb. Hence the peculiar fitness of the past participle for the passive voice.

Phonetic decay is so aggressive and powerful that French is remarkable for having preserved so many simple terms intact; but what is more remarkable still, is, that it should have developed two new tenses. The future and the conditional are the fruits of modern growth. They are formed by the infinitive and *avoir*, *aimerai* is *aimer* — *ai*, "to love I have," "am to love." This composition of the future was first discovered by an Italian grammarian in 1492, and is fully established by all authorities.

The conditional was originally *aimer* — *avais*, so called, because the idea of condition and possibility is prominent in it. Its meaning approaches rather the imperfect subjunctive than indicative. The French conjugation in *er* corresponds to the Latin in *are*, but has attracted also many verbs from the three other Latin conjugations.

The French in *ir* covers the Latin fourth. Its peculiarity is the *is* in *finissant* and *finissais*, which has its origin in the *se* of Latin inchoative verbs.

The French conjugation in *evoir* includes only the compounds of *capere*, in which *e* becomes *oi*. They are classed by many as irregular verbs, and properly.

The French fourth in *re*, has preserved all the Latin infinitive endings. e. g. *Répondre* from *respondere*, *vendre*, from *vendere*.

INSTRUCTION IN VOCAL MUSIC IN SCHOOLS.

By Principal ISAAC O. BEST, A. M.,
of Clinton Grammar School.

The fifteen minutes allowed for the discussion of such a theme as vocal music in our schools, forbids introduction or explanation. You will, therefore, excuse me if I at once and abruptly state the aim and scope of this paper, and then proceed with the argument.

It would not be proper for me to attempt to speak of the *methods of instruction in vocal music*, for only a trained teacher can speak with authority here, and I am not even an amateur in music. I must content myself with speaking rather of the *advantages* of such instruction. Nor does the time allotted permit an exhaustive discussion of this theme. From the many thoughts to which attention might be called, I select only three, viz.:

- 1st. Vocal music as a study.
- 2d. Vocal music as an educational force.
- 3d. Vocal music as a disciplinary agency.

I. Of the first, vocal music as a study, much misapprehension prevails. It is thought, by many, to be about worthless, and is generally considered only admissible as a source of pleasure—a sort of by-play to enliven the routine of school. But such is not the case. Music, as a study, ranks with other studies in every respect. Is there utility in it? More than in algebra or geography. A man or woman who sings well is able, in any community, to earn many an honest penny for self or charity which others cannot. Is there intellectual culture in it? Let any one who doubts, watch a skillful teacher exercising a class. If he does not find the different faculties of the mind called into active and rapid play, he must be dull, indeed. Is there opportunity for development of thought? More than in the natural sciences; for the science of music is exact and graded from simplest principles to most profound, so that it may be pursued with advantage as far as time and opportunity permit.

Hence, as a means of mental discipline, vocal music, when taught as it should be, ranks well up in the curriculum of useful studies. Add to this the benefit to the voice, the direct effect upon the æsthetic nature, and the great amount of pleasure derived from the knowledge as well

as practice of music, and we have sufficient ground to claim for it no mean place in our schools.

Considering utility alone it ranks with other studies accounted very important.

II. But we step on higher ground when we consider vocal music as an educational force.

The power of music, and especially of song over the human soul, has ever been acknowledged. Shakspeare's celebrated passage, "The man that hath no music," etc., only puts into epigrammatic form the idea which the world has cherished through the ages. In the literature of the past we find fables of this power as well as facts — that solid walls of brass sprang up around Thebes; that trees tore their twining roots from rugged mountain-sides to follow; that wild beasts, gentle and savage, stopped in flight and pursuit, tamed and calmed by the magic influence of song; and that even the cruel, callous-hearted keeper of the portals of Hades could not resist its charms.

What formed the Hebrew character, and still keeps it so peculiar and strong? Not the Mosaic code of laws merely, for since Jerusalem was destroyed by Titus those laws have nowhere been enforced. But the Jews have nowhere been forbidden to sing; and they have sung the Lord's songs in many a strange land — sorrowfully always, in despair often, sometimes forced by the taunting tyranny of their captors, yet never without enthusiasm. And those songs — the grandest, sublimest psalter of the ages — not only made them a peculiar people, but have kept them so, though ground under the heel of persecution for centuries.

How much did the pean of the Greeks have to do with their invincibility? Did it not fight, and die away when the last man fell at Thermopylae? fight and win at Marathon?

Would Luther have won Germany to the Reformation, if he had not given to the people his hymns? They sang themselves out of superstitious subserviency to Rome into religious liberty.

But we have proof nearer home of the wonderful influence of song over the souls of men. Sankey, Bliss, and others, are teaching us that the deepest chords of feeling tremble at the touch of melody, and that no audience is too vast or too mixed to be thrilled, melted and inspired by song.

This power of song to affect the hearts of men makes it especially useful as an educational force. Properly employed, it is most effectual in inspiring high and noble impulses, and in softening and refining character.

It is not pertinent here to discuss the question whether music itself, as an art, has a good or bad effect upon the moral nature. Perhaps music, and all art, has no moral influence, but is only the medium through

which such influence is exerted, and its power consists in predisposing the mind and heart to receive impressions more readily. However this may be, there can be no controversy as to its power, and the question before us is simply this: Shall this power be utilized in our schools as an educational force? Failure to use it seems to me most deplorable in its results. Almost every young person has a taste for song. This taste, if not provided with wholesome and pure songs, will turn to those which are empty and vicious. And there is a vast store of such minstrelsy. The muses, like the other deities of the ancients, are given to immorality and lewdness; and certainly they have inspired men to couple faultless rhythm and bewitching melody with most debasing thoughts and vulgar sentiments. All our youth are, more or less, subjected to the influence of this vicious minstrelsy, and unless taught a nobler and purer will be debased by it. It is, therefore, a necessary safeguard against vice that our youth be taught a pure psalmody — songs that will inspire noble and virtuous thoughts and impulses. But when and where? There can be but one answer. When and where it can be done most successfully, and is most needed — and that is at school, between the ages of twelve and twenty.

Besides this moral education derived from singing such songs as would be taught in our schools, we may speak more fully of the æsthetic culture thus obtained. If it refines and elevates our taste to study beautiful pictures, to gaze upon fine paintings and statuary; if familiarity with that which is tender, exquisite or grand, insensibly assimilates our character to it, then is there nothing better calculated to refine our nature than singing, which acts upon us, not through our senses alone, but also through the sentiments embodied in the songs.

We may go still further and show that there is no better way of teaching patriotism, bravery, truth and honor.

Therefore, teach the young to sing; fill their minds full of such words and thoughts as the most stirring and instructive melodies will inspire. Educate in them a taste for such minstrelsy, and you not only inoculate them with a moral vaccine against the small-pox of vicious songs, but also refine and ennoble them.

III. Upon the third point, vocal music as a disciplinary agency, I have not time to say all that I would like to say.

The spirit of song is the spirit of liberty, yet it is the spirit of order as well. Harmony, measure, regularity are its distinguishing features, yet so related to freedom of expression and sentiment as not to cultivate subserviency of disposition. Hence its influence upon character is two-fold — it conduces to freedom and discipline. There would be little pleasure in singing were not the songs sung of an inspiring character — filled with sentiments of liberty, love, and patriotism; yet to

render them well necessitates a surrender of individuality, the subjection of the will to law and order. This is discipline, a self-discipline to which men willingly submit.

If now we apply this fact to school discipline, we shall find that the effect of singing upon the morale, as well as the morals of a school, is excellent. Those certainly underestimate its worth who would eject the music teacher from the school and make no provision for a thorough and continued course of instruction in vocal music.

Music or the rod, songs or sobs, order now by minstrelsy or forced by severity: such is the choice to be made, and my experience proves that theory and fact are at one in this matter. Nor need we look far for the reason. Obedience, to be worth any thing, must be cheerful; order without happiness is tyrannical. Any thing, therefore, which produces a contented submission to just rules, is most desirable as a disciplinary agency.

Now, come with me to any school-room at the opening hour. See, among the scholars, some with pouting lips, some with faces set in sullen defiance, others listlessly indifferent — all such ready, at any moment, to rebel. To begin work with them in these moods is simply to invite insubordination. Instead of attempting it, announce a song, and watch those faces as the singing goes on. Gradually the pouting lips are parted; the look of sullen defiance fades; the listless expression gives place to animation; and the whole atmosphere is changed. Let this matter be carefully investigated, and I have no doubt that it will be found that schools in which singing is systematically and generally taught have an *esprit de corps* far beyond other schools. There may not be stricter obedience, but it will be more cheerful; and whatever irregularities may occur will be the offspring of exuberance, not viciousness of disposition.

This disciplinary influence of vocal music, in my opinion, places it first in importance of all the branches taught in our schools, and this, not because it is intrinsically superior to them, but because it creates an atmosphere in which they are more successfully pursued. Mathematics, classics, science, each gives a peculiar culture, each is excellent in its own sphere to develop and strengthen the mind, to enlighten and broaden the understanding; but by none of them can the higher nature be so readily and fully reached as by singing. Not one of them can be dispensed with. They make men of weight and power, and influence, but they do not so directly tend to develop the qualities that make men social, gentle, honest, and true, as does music.

What a charming, blessed feature of home-life is music! How it enhances social enjoyment! On what strong pinions does it bear up towards God religious fervor! Which of all the other branches taught

in our schools will do these things? And are they not worth considering? Can our schools do a better thing than to teach all our youth that which will light up their lives with pleasure, and be a joy and blessing to them all their days?

In view of all that has been said, I cannot think of any thing that the State has more right to do, or can better afford, than to teach all its youth to sing; to store their memories with songs of patriotism and purity: songs in which bravery, truth, honor and unselfishness are applauded: songs that they can take with them into society and their homes, into their fields and workshops, into every profession and avocation: songs that they cannot sing and be false and mean and cowardly: songs that will tend to recall them, if they fall, to manliness and God.

Such is the demand made upon us for a pure minstrelsy. It conduces to individual development and the happiness of families; it elevates and enlivens social intercourse; it purifies public morals; it creates and maintains a noble national character; hence, it claims, with absolute right, a prominent place among the studies taught in our schools.

CYPRIOTE ANTIQUITIES AND INSCRIPTIONS.

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A year ago a paper was presented by me to the Convocation on the Cypriote Inscriptions, which gave a sketch of the process of decipherment, the leading principles of the writing, and an analysis of the more important inscriptions, with translations. Much of the matter was entirely new, and most of it then, for the first time, appeared in the English language. Since the reading of that paper, the knowledge of the Cypriote language and writing has not ceased to be progressive. New siftings of the former material have been made, new material has been discovered from time to time, and many things recorded by ancient grammarians and lexicographers, long supposed to be doubtful or erroneous, have been re-examined in the new light and proved to be facts.

It is not the purpose of this article to record all the advancements made in Cypriote decipherment during the present year; many of them, indeed, are of interest only to the decipherer or to the student of Greek dialects, especially the earliest forms of the language. But it is especially worthy of note that by the labors of Dr. H. L. Ahrens of the gymnasium at Hanover, already famous as a Greek dialectologue, the subject has been very materially helped forward, and that, too, in the very necessary direction in which only such a learned dialect-scholar could help it on. His work, indeed, is not without sundry material errors, from which it would have been free, had the author had at command more accurate sources for his texts, and possessed a better knowledge of the original monuments. The nature of his work is such that a synopsis of it would hardly be appropriate here; but a few things deserve mention. He has vastly improved upon former readings of the numerals in the famous Bronze Tablet of Dali, has given several better translations of parts, and has read with probable correctness one unknown character. He has also apparently relieved the syllabary from one seeming anomaly, by showing with some probability that what Deecke, Siegismund and myself took to be the double consonant syllable *xē*, (ζε or ζη), is the old Greek *sampi*, with the power of *she*, the Semitic *shin*.

The writer, within the past year, has had the privilege of inspecting the originals of nearly all the known Cypriote inscriptions, as well as of

seeing nearly all the known collections of Cypriote antiquities. He has thus been enabled to gather much new material, to make many corrections in former publications, to settle former acute conjectures upon a firm basis of fact, and to amend considerably the syllabary; as well as to trace certain ideas in the forms of the characters, which will render future decipherment easier and throw much light upon the whole system. He would also express his indebtedness in these respects to the late Dr. Justus Siegismund of Strassburg, with whom he has held a delightful and active correspondence for a year, giving and receiving not a few helpful suggestions; with whom also he had anticipated a pleasant and profitable oral comparison of notes in Beirut; but the steamer by which Dr. Siegismund was expected, brought the terrible news of his death — caused by his falling down a shaft in the village of Agios Tychon, near ancient Amathus, and striking his head against the side of a rock tomb — the same from which General di Cesnola obtained a splendid sarcophagus, now the property of the Metropolitan Museum of Art in New York city. Dr. Siegismund had endeared himself to all who knew him in Cyprus, and his loss was sincerely mourned in that land of strangers. He was buried with great honor and grief, in the Greek church at Limassol.

As most of the new matter above referred to falls rather within the province of philological discussion than of a paper to be laid before the Convocation, the rest of this communication will be confined to subjects of more general interest, and will state some of the writer's own observations and discoveries, keeping rather the order of narrative than furnishing a systematized digest; and some indulgence is asked for the necessary frequent use of the first person.

Arriving in London late in September last, I was received with great kindness by Dr. Samuel Birch, of the British Museum, by whom I was afforded every facility for studying the Cypriote monuments there deposited. Mr. George Smith, also, of Assyrian note, who first discovered the clue to the Cypriote writing, afforded me every facility in his power. The collection in the British Museum is small; the Cypriote antiquities, though choice, are hardly as numerous as those of a single case in the Cesnola collection in New York, and contain nothing, except the inscriptions, which would be either noticed if added, or missed if taken away from the Cesnola collection. They were mainly obtained by R. H. Lang, late Her Britannic Majesty's consul at Cyprus. The inscriptions are six in number, and all but one extremely valuable. One is the so-called "Naked Archer" inscription of Lang. It is upon a marble stone about six feet high, with a bas-relief figure three and a half feet high, of a naked archer; above which is an inscription of three lines and forty-one characters, not yet deciphered. It is probably the

oldest inscription known, and contains several rare and unknown characters. However, some discoveries made within a couple of months, throw some light upon them. Another is the stone weight found by George Smith in one of his journeys to Nineveh, and is figured in his "Assyrian Discoveries." It contains only two, or perhaps three characters, which are probably initials, symbols or numerals, thus far of no special service. Another is a curiously wrought silver spoon, having a handle fashioned like a swan's neck and head, upon which handle is an inscription, some time ago deciphered, which records that Amys gave it as a votive offering to Athene. Another is on soft stone, one of the first read. It says that "Onasivoikos, the son of Stasivoikos, vowed [it] to [Apollo] Hylates in good fortune." The remaining two need a little more comment. One is that figured in the leading work of Professor Moriz Schmidt, of Jena, but so inaccurately that it defied all attempts to read it. Some characters are wrongly figured; but the especial fault was that the lines which separated the groups of characters and gave the key to the reading, were omitted entirely. Schmidt himself did not attempt to decipher it. I read it with little trouble from the stone, as follows: "Of Cyprocorates [a daughter] am I. He of the people here, my husband, [is] Onasitimos. Diisonidas Tibas am I." It is evidently a tomb-stone inscription; but, while the patronymic character of one word of the person's name is plain, the possibilities of Cypriote writing render it doubtful which word is noun and which is adjective. Since then, Dr. Ahrens, of Hanover, has published a reading based upon Schmidt's faulty figure; which reading, as it involves a faulty character, together with Dr. Ahrens' assumption that the inscription is incomplete, and his conjectural emendation by adding some new words, is quite incorrect. The last of these inscriptions is the famous Bi-lingual of Dali, which has been repeatedly published, and which appeared also in my last year's paper before the Convocation, I was so fortunate as to read three characters in the first line that had hitherto escaped notice, likewise one character in the second line, confirming a conjecture of Deecke, Siegismund and myself, as to the reading of a defective word. I also found traces of another character, and settled, beyond a doubt, the reading in two other places. My discovery added the words "in the year" to the first line, and showed that several previous conjectures, as well as the subsequent conjecture of Dr. Ahrens, who had not seen my work, were wrong. The other matters, though of importance, would require a too disproportionately long space to be particularly explained here. Altogether, they make it necessary to change a little the translation given in my former paper. The translation should read as follows: (1) "In the [fourth] year of King Milkiathon, king of both Citium and Idalium; (2) * * * the latest of

the five intercalary days, the prince [Baalram], the [son] of Abdimilcon set up this statue to Apollo the Amyclæan, because that he met for him his prayers (3) in happy fortune."

The day before I arrived in London, also, a new part of the *Transactions of the Society of Biblical Archæology* appeared, containing, among other things, an article with three new Cypriote inscriptions. These, however, proved, on examination, to be the same as three of the new Cesnola inscriptions, which I had already published with (as I believe) correct translations. The article in the *Transactions*, however, was based, in part, upon incorrect copies, and contained correct decipherment of only one word out of all the three inscriptions, and that not for the first time, nor independently. Another article in the same *Transactions* contained a new and valuable Bi-lingual, Cypriote and Greek, deciphered by M. Demetri Pierides, of Larnaca, in Cyprus. This, with one trifling mistake, was correctly deciphered and read, as I subsequently found on examining the stone in Cyprus.

Another contribution to the subject should be mentioned. Mr. Lang, above-mentioned, had lately published a detailed account of certain coins with Cypriote legends, found by him at Dali, together with a description of the chief temple of ancient Idalium. These were published in the *Transactions of the Royal Society of Literature*, of which the secretary of the society kindly gave me copies, together with other information.

Proceeding to Paris, I was permitted to handle and examine carefully, at leisure, all the objects in the collection of the late Duc de Luynes, in the *Bibliothèque Nationale*. It was most gratifying to find that de Luynes' copies had been made with scrupulous accuracy. In the case of the bronze tablet of Dali, nearly every false stroke of the engraver of the tablet was represented on de Luynes' plates; even the holes and corrosion of the bronze were given with marvelous fidelity. Only one defect exists in the copy — the omission of a point between two words in the second line, which does not, in the least, interfere with the reading. The bronze plate is slightly convex in both its surfaces, being twice as thick in the middle as at the edges; and it is very heavy. The bronze club-like implement, perhaps a votive scepter, is also beautifully and correctly figured by de Luynes. The same is true of the numerous coins, though now and then a minor fault appears, disclosed by the advance in Cypriote. The inscription of the votive bronze scepter has been repeatedly published; it states that it was the property "of Athene, the all-powerful ruler of Idalium;" though Dr. Ahrens prefers, I think wrongly, to consider the proper name as a Cypriote form of the name Itone.

In the Louvre the collection of Cypriote objects is large and fine, all

well arranged with Parisian taste. Some of the inscriptions are merely casts of stones still in Cyprus, too large, or too securely fixed in their place to be removed. Some of the characters are very large; a single one often much larger than an entire inscription of the Cesnola collection. I was sorry to observe that several had been faultily represented in the plates of De Vogüés' *Mélanges d'Archéologie Orientale*. These errors need not here be detailed, but their style can be inferred from an example or two. In one case the Cypriote character *ko* is represented as a Greek *omega*. The most unfortunate case occurs with the famous Bi-lingual, which reads: "Karyx am I." The inscription, as represented by de Vogüé, is a little embellished by imagination, and gives an imperfect and even wrong idea of some of the characters, tending, somewhat, to mislead. But one of the characters, in particular, is very wrongly represented so as to read *ti* in his copy, instead of *ka*, as on the stone. Had his copy been correct, this Bi-lingual would have assisted materially in deciphering several of the inscriptions, and perhaps given the clue to the system of writing. As it is, the faulty copy misled decipherers for a long time, and even after the clue was found, it had to be treated as a hindering anomaly. In order to do their fullest service to the study, all the Louvre inscriptions need recopying and republishing.

At Turin I saw the famous "*Tabula Isiaca*," of which mention was made in my former paper, as had been done by former writers. The "*Tabula*" is nearly square, a work of silver inlaid upon a black ground, representing the Egyptian Isis, with numerous other figures and hieroglyphics. On the edge, among other figures, is the reputed Cypriote inscription, which has been well figured by De Luynes. But a very few minutes sufficed to show that the whole is a forgery, and is neither Egyptian nor Cypriote. The detailed reasons for this conclusion cannot here be given, but they admit of no doubt whatever. The "*Tabula*" is merely an interesting and ingenious fabrication a few centuries old, and ought to have been left in the junk-shop to which it went after the sack of Rome in 1525. I was afterwards informed by Gen. di Cesnola that Fabretti, the curator of the Museum of Turin, is of the same opinion, and would, if he could have his own way, remove the "*Tabula Isiaca*" from its glass case in the center of the hall and deposit it amongst the rubbish in the attic. The Cypriote collection in the Museum of Turin, presented by di Cesnola, who is a native of that city, is small, but choice; though it contains nothing of which a duplicate does not appear in New York; except, indeed, one Phœnician inscription containing a few beautiful letters, but otherwise of no special importance.

I next proceeded to Cyprus, where unforeseen circumstances pre-

vented my exploring the island; but many things of the deepest interest met my observation at Larnaca. A detailed account would be premature, for sundry private reasons; but some few things can be mentioned. Among the inscriptions was one upon a pair of gold armillæ found at Curium, weighing 900 grammes, of which inscription I had been shown a copy by Dr. Birch in London. The reading was a little difficult but certain; it is "Of Ethevandros, King of Paplios." A copy of the inscription sent me by Gen. di Cesnola had failed to find me in New York, and did not reach me till after I arrived at Beirût. Besides this intrinsic and historical value, the inscription they bear is valuable for its new variants, being written differently upon each armlet. Among other things they showed me that one of my plates of the Cesnola inscriptions, containing this variant, then undetected, is for that reason figured upside down; the other characters reading one way as well as another. The reading of the armlet inscription is from left to right, like the bulk of the inscriptions from the western part of the island, though contrary to the usual way. I read, also, the inscriptions on some statuettes, votive offerings to Apollo Hylates, which had puzzled Gen. di Cesnola and M. Pierides; and after reading them was told by Gen. di Cesnola that they came from a temple of Apollo Hylates at Curium. They also read from left to right. All these inscriptions contained peculiar and useful variants. I had the good fortune, also, to see an alabaster vase whose inscription I had already published—with entire correctness, as it proved.

In the possession of M. Pierides, also, I saw three new inscriptions, of which, as he intends to publish them himself, I will say nothing further than that the reading of the British Museum stone on my arrival in London, has furnished the key to them all. Also, I saw the Bilingual above referred to, together with an inscription of some note from Pyla, on which last I was able to see that the German decipherers have generally mistaken the word *a. po. lo. ni.*, "to Apollo," for quite another thing. There were several other short inscriptions on stones and small objects, the details of which would here be fatiguing.

The amphoræ found at Cyprus with Greek seals upon their handles, impressed while the clay was still soft, are Rhodian, and usually bear the name of the Rhodian rulers; but this matter has been treated of by Dr. Birch in his book on ancient pottery. These amphoræ were doubtless imported from Rhodes, filled with fruit, oil and wine, as at the present day (though Cyprus has abundance herself), and they are mainly found in the ruins of what must have been the region of warehouses and retail shops near the smaller port of ancient Citium, at the other end from the great salines. For Citium must have had two harbors, a large and a small. Until the discovery of entire amphoræ by di Cesnola,

numerous stamped, broken-off handles were continually dug or ploughed up, and were highly esteemed by European antiquarians. Indeed, M. Ceccaldi, a former French consul, is said to have accumulated quite a deal of money by collecting them. Many of the entire amphoræ are in the collection in New York.

While much of the Greek and Phœnician pottery was doubtless made in Cyprus, the great bulk of the Roman and Greek lamps and other pottery was imported. The Roman lamps of all sorts are precisely like those found so abundantly in Pompeii, and now to be seen in the Museum of Naples. Many have the same maker's name or mark, so that their approximate dates are known. A few lamps, apparently of Phœnician make, bear characters hitherto undeciphered, but resembling both the Greek and the Phœnician letters. Some vases, closely resembling the Etruscan, bear a strange and difficult Greek character, different from any Greek I ever saw. The vases have been called Pelasgic by an expert in pottery, but others, in many respects like them, have been exhumed at Athens, of which a few specimens are preserved in the cabinets of the Syrian Protestant College at Beirût. Other objects of fictile ware and of metal must wait awhile for description. I should not omit to mention a choice collection of objects of ancient Cypriote art in the possession of M. Pierides, mainly gathered about twenty years ago. They are quite rare and worth obtaining for the collection in New York.

Concerning the ruins of ancient Citium, which still abundantly exist about Larnaca, the course of the city wall can still be traced. It did not include much of the site of Larnaca, but extended nearly two miles east and west, and over a mile inland. The southern wall was some distance from the sea, except where it approached the shore, in order to form the two harbors above mentioned. Many of the mounds which bear every indication of covering remarkable ruins, cannot yet be examined, because the land proprietors charge too extortionate a price for the otherwise worthless land. Near the large harbor at the west end is doubtless the site of the royal palace. This has not been excavated, except so far as was done some years since by digging a cellar and a well, in the course of which was discovered the black basalt monolith obelisk of Sargon, which is now at Berlin, and whose Assyrian inscription has been translated and repeatedly published. The hippodrome is clearly discernible, and its shape perfectly well defined. Soundings in some mounds have discovered fine mosaic pavements, which would doubtless reward the excavator. But all around the walls are lines of tombs, the discovery of which evinced great skill on the part of Gen. di Cesnola. Hundreds of these have been examined, and the ground is strewn with fragments of old pottery thus exhumed.

Larnaca stands in great part over several streets of tombs, and now and then an old tomb caves in, in the streets of the city, and discloses sarcophagi and other antiques. Exhumed sarcophagi, indeed, of fine marble, abound in Larnaca, and are used for water troughs and other purposes; while their covers, by hundreds, cover street-gutters or form material for pavements. Now and then, in the walls of the houses and in the curb-stones of the streets, a stone is seen bearing a deeply cut Cypriote character, formed of strokes usually a foot or more in length. These occur also in the Marina or port of Larnaca, fifteen minutes walk from the city proper; and even so far away as its Turkish quarter, at the opposite end of the town. Pieces of columns, jars, steles, capitals and other relics of a bulky sort, are common everywhere. The mysterious objects in the Cesnola collection, the same as those which so puzzled Dr. Schliemann in his Trojan diggings, are found in abundance, but are nothing but *fusioles* or spindle-ends; and are used at the present day by the Cypriote women all over the island. Which suggests the remark that as the living Greek language of the island at the present day, bears considerable analogy to that of the inscriptions, so the customs of the present day preserve many things quite in harmony with the relics of antiquity everywhere discovered. The so-called owl-faces of Schliemann also abound. The grotesque objects, like children's toys, appear to be the insignia of the trade or calling followed by the occupant of the tomb in which they were found.

Of course there are many relics of Venetian times, often occurring in profusion. These are of very various characters, churches, sun-dials, fortifications, arsenals—the latter still often well-stored with stone cannon balls. These last, indeed, I even saw in the salines, near the immense mounds of salt.

Venus is believed by the modern Cypriotes to be a real historical personage. A relic of the worship of Venus Anadyomene is still kept up, in the following style: As the eleventh of June approaches, the boatmen repaint their boats with gay colors, and deck them with ribbons and streamers. On that day, the young girl most noted for beauty is captured, by real or apparent force, and carried out to sea in a boat, followed by the gay squadron. At the proper distance from shore, she is thrown into the sea. As she rises, she is taken out of the water with every demonstration of joy, and carried to the land in the most gaily decorated boat, the others following in procession. She is then crowned queen for the day, honored with homage, and worshiped almost like a goddess. The night following is made hideous with revelry and noise. But, by a strange mixture of ideas, this ceremony is called "*Cataclysmo*," which is Cypriote for "the Flood;" and the inhabitants say that this custom has existed "from the time of Venus."

To return to the Cypriote antiquities, the later collections of di Cesnola show a remarkable mixture of Greek, Assyrian, Phœnician and Egyptian art, quite unique among known relics. Besides those on their way to America, Gen. di Cesnola was obliged, according to the terms of his firman, to send more than eighty boxes of duplicates to the museum at Constantinople, which must be as valuable as any collection outside of America. Of the Cypriote inscriptions which have been for some years at Constantinople, I believe that none are of much value. Two of them are forgeries, the work of a nephew of a Greek bishop in Cyprus. For this imposition he suffered a short imprisonment, but the influence of his uncle prevented his further punishment.

Leaving Cyprus, in the collection of the Syrian Protestant College at Beirut is one inscribed lamp with the hitherto undeciphered characters, but it adds nothing to the previous knowledge.

As to other collections, on a late trip to Jerusalem I saw the collection at Jaffa, in the possession of one Rosedale, one of the German colonists of a peculiar sect. The collection contained about 1,000 pieces; nothing which has not a duplicate in the collection at New York, except some lamps unfit for exhibition, though those might be duplicated abundantly at Naples or Rome. There was no Cypriote or other inscription in the collection, save the maker's mark on a few lamps. I learned that Rosedale obtained this collection by sending for it to Cyprus, from a Greek native of the island. There is no doubt that they were obtained surreptitiously from di Cesnola's workmen. On my return from Jerusalem I found that the collection was gone; it had been sold to go to England, but to whom I could not learn.

In Jerusalem I saw a small but good collection in the possession of Shapira, whom his reputed Moabite antiquities have rendered notorious. This collection appeared to be composed of the choicest pieces selected from the Jaffa collection. It contained nothing unusual, and Shapira informed me that he only purchased it (he would not say from whom) in order to study the antiquities of Cyprus. I may here say, *en passant*, that Shapira showed me his collection of reputed Moabite antiquities, a few hundred in number, some of which I had already seen figured in a German publication. I saw the collection many times, and examined and handled the objects all I wished; but I cannot believe that a single piece of it is a genuine antique. Yet it must be confessed that the inscriptions are made with much more skill than the clumsy absurdities of which squeezes were sent to America some years ago, and which were so readily detected as forgeries by the American scholars.

Before bringing this paper to a close, I ought to mention that a few days since I received from General di Cesnola squeezes of eight newly-discovered Cypriote inscriptions, more or less complete. He had not

had them in his possession more than a couple of hours, just long enough to make the squeezes hastily before the steamer sailed for Beirut ; but still the squeezes are good and plain. I suspect that they are from the neighborhood of Paphos, and point to a newly-discovered temple of the Paphian Venus, though they read from right to left; the ordinary way, but contrary to the usual style of the western part of the island. They contain not only some new variants, but some peculiar combinations of characters which may help solve some of the old puzzles. Their interest is mainly to the decipherer. I subjoin just one of them as a specimen. It consists of three lines on a box of calcareous stone. I give first the Roman syllables, then the transliteration into Greek characters, followed by the translation.

(1) *po. ro. to. ti. mo. e. mi. ta. se. pa. pi. a. se. to. i. e.*

(2) *re. wo. se. ka. se. mi. ka. te. te. ke. ta. i.*

(3) *pa. pi. a. i. ta. i. a. po. ro. ti. ta. i.*

Or, in Greek :

(1) *Προτοτιμω ἐμι τας Παριας τω ιε —*

(2) *ρε Φος κας μι κατεθηκεται*

(3) *Παφιαται Ἀφροδιται.*

In English: "I am [the offering] of Prototimos, the priest of the Paphian; and he offered [me] to the Paphian Aphrodite."

This inscription contains very peculiar characters. It is thoroughly Cypriote in grammatical forms, with one exception that resembles the later Greek. Very striking is the use of the syllable *μι* for the pronoun *ἐμε*. To the Cypriote scholar these eight inscriptions are a rich handful; not only in their several merits, but also in their collective force. All of them bear the name of Paphia.

The work which I have been enabled to accomplish since leaving America embraces, exclusive of old inscriptions in Europe and Cyprus, and exclusive of coins, nineteen new inscriptions.

Much still remains to be done; but if another year shall prove as rich in fruit as the year just past, the Cypriote writing will very nearly have lost its character as a riddle; and the domain of study will have been transferred to the resifting of ancient material that has long lain in the libraries under false suspicion. To construct a grammar and vocabulary would still be premature; and an attempt to systematize all its contributions to history and a knowledge of the ancient life of the different peoples of Cyprus, is a matter that must remain for awhile yet in abeyance.

COLLEGE LIBRARY ADMINISTRATION.

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INTRODUCTION — IMPORTANCE OF STUDENTS BECOMING INTELLIGENT
READERS.

In this paper the administration of a library for the use of college students alone is considered. College officers, and sometimes the public, make use of college libraries; but of this use it is not my purpose to treat. I am to speak of a library as a magnificent educational apparatus. The question at every college is: "How shall the student of to-day become the scholar of to-morrow? It will depend little upon teachers, much upon books. He must learn to stand face to face with nature, with society and with books. Without these last he will ever be wasting his time on the problems of the past; with them alone can he get abreast with his age. Carlyle has pointed out the true relation of the teacher to the book. "All that a university or final highest school can do for us, is still but what the first school began doing—teach us to read." And yet how few of the multitude who annually carry their parchments from our colleges can be said to be intelligent readers?

The importance of properly teaching to read, has vastly increased during the last half century by the rapid increase of libraries and other reading opportunities all over the land. The young man who enters the list for scholarship to-day, has a very different field before him from what he had fifty years ago. Then most young graduates had to settle down to their life work where they had access to very few books, and among men who had never seen a library. Now all at least who give promise of scholarship, soon find themselves in communities where books and magazines are as necessary for the mind as bread for the body, among men whose leisure hours are spent in large libraries. All read and think. Our young graduate, to be a scholar, an intellectual leader, must rise among men who are constant readers. The standard of scholarship is pushed upward by the growing intelligence of the masses. In view of these facts one can hardly over estimate the importance, to those whose aim is above mediocrity, of learning to read during their student life.

What, then, should the administration of a college library be? The question naturally divides itself into three, which I shall consider separately.

1. As to the preparation of the library itself; its growth, classification and the facilities for making it accessible.

2. As to the nature and extent of the privileges to be granted to readers.

3. As to the instruction in its use to be given to students.

I. PREPARATION OF THE LIBRARY FOR USE.

(a) *Its growth.* — First, then, the preparation; and so far as this has reference to students, the demands of higher education are never to be lost sight of. The object of a college library is not mere information, nor amusement, nor, in general, professional training. Now, theoretically at least, a college education extends to all the general departments of human thought, literature, science, art, history, etc., with their various subdivisions. Each of these departments requires its share in the library, which shall be to the department the best attainable expression of its historical development and present condition. If the instruction keeps up with the age, the curriculum of studies and lectures will furnish the central thoughts about which the library ought to grow. Its growth will, therefore, be best directed by the heads of departments in the faculty. It is assumed that every professor will know what the library contains in his own special field of inquiry, and also what will increase its efficiency most in that field. An active librarian and library committee can do much, but they cannot be expected to know an entire library thoroughly, and also to read ahead of its growth, so to speak, and know what of all the books published each department most needs.

Moreover should a college library ever transcend the necessary requirements of college education, and become the means of more liberal culture and more extended investigation, it is doubtful whether, even then, its growth could be better directed than by the officers of instruction, who would always have so large an interest in such culture and investigation.

(b) *Its classification.* — What the classification of a library should be, is a question much more easily asked than answered. There are objections to all plans. One difficulty may be guarded against, however, at the outset. There is a natural tendency where the plan adopted does not prove perfectly satisfactory to modify it slightly here and there, or change it gradually as new books are distributed. This will work ruin to all order. A slightly imperfect plan well understood and strictly followed, is far better than two or three plans at once. It is important, therefore, to avoid, as far as possible, any occasion for such confusion,

that the classification be very carefully considered, once for all, by men of wide experience with libraries, and of good practical common sense. Much has been said and written on this subject, but it is evident that beyond certain general outlines no classification can be made which would be suited to all libraries. Every library has its own underlying ideas, its own objects and aims. The question in a college is: How shall the library become the most perfect educational apparatus? Now I have suggested that it grow constantly around the central ideas of each department of instruction. I think, also, that no better practical classification can be devised than that whose general plan is based upon the classification of instruction under the several officers. Not that the number of classes should be incomplete or the classes mixed because at any given time the faculty is not all that might be desired; but that *the* division of books is best which corresponds on the whole to that division of the instruction which is best suited to the aims and purposes of the institution. Such a classification cannot be said to be unphilosophical, and it serves the purposes of both teacher and student admirably. Each teacher has his particular set of books where he can examine it and watch its growth most easily, and add its full force to the means of instruction in his department. Students become familiar with the division of studies in their daily work, and if that of the library corresponds, they can enter upon its use without difficulty.

(c) *Its catalogue.* — After the classification comes the cataloguing; and here, also, the objections to every plan are so numerous and so forcible, that nothing but an imperative demand will induce one to undertake it at all. Some years ago I wrote to Mr. W. F. Poole, the author of the Index to Periodical Literature, and a distinguished librarian, for practical advice about cataloguing. He encouraged me in his answer by saying, "whatever plan you adopt, you will not go far before being sorry you did not adopt some other." As it turned out he was not altogether wrong. As one studies this subject it seems more and more strange that the making of a catalogue should not have become, after so many centuries of the use of libraries, like the binding of a book, an operation perfectly well understood and agreed upon. The men who have the care and management of books, would not be likely as a class, to yield in point of intelligence to men of mechanical or commercial pursuits, and yet they have fallen far behind them in the matter of a systematic division of labor. They seem like men who would insist on making each his own coat, because his back was slightly different from every other man's.

It is not my purpose to discuss the subject of cataloguing at length, but merely to point out what seems to be the present tendency, and make a single suggestion in regard to coöperation. In many of the

large libraries of the country the card system has been exclusively adopted. Several of them have no intention of printing any more catalogues in book form. In several others cards are adopted for current accessions, with the expectation of printing supplements from them at some time. I think the tendency of the smaller libraries is to adopt the former plan, keeping up a card catalogue as books are added, without a thought of printing. I had the pleasure about a year ago of visiting several of the large libraries in New England. All were busy making cards; only one expected to print. Turning over their annual reports quite a large per centage of their working force was put down in the cataloguing department. On comparing the cards they were found to contain substantially the same thing. Returning home my own regular duties required the preparation of the same kind of cards. At the Rochester Theological Seminary, a few squares from me, they were at the same time doing the same thing. Now consider the waste of energy throughout the country if, as now seems probable, the card system is to prevail. Every book has its card or cards, and every library that has the book wants those cards in substantially the same form. But instead of that coöperation which would have the cards made by men of experience at the great libraries and printed once for all, and sent upon order all over the country, the several libraries are paying men, often inexperienced, to make them in manuscript each for itself. Let the directors of a new library of 10,000 volumes, determine to-day to make a card catalogue *de novo*; they can take no advantage whatever of the fact that nearly every book they have, has had its cards made over and over again with great care and at great expense. Nor can the librarian who has his catalogue complete to date, take any advantage when piles of new books are received, of the cards which scores of other librarians are making of those same books. Now, without further words, it would seem that a simple plan might be devised by which it would be possible for hundreds of libraries to order their cards by numbers carefully prepared and neatly printed; and that too at a very small expense compared with that of making them. This plan would be free from many of the objections to the plans for coöperation heretofore proposed. Indeed, I am not sure but it would be practicable and economical for even half a dozen colleges to agree upon the general form of a card, and unite their usual cataloguing expense to secure a more skillful preparation and a printed card. A few details relative to classification and shelving, could be added by each library for itself. But the card system is comparatively new, and perhaps not yet general enough to expect from it so great results.

(d) *Its indexes.*— Another means of making a library easily accessible, is the indexing of its monographs. A good index is indeed a

proper, and almost necessary supplement to a good catalogue. Whether the rapid increase of periodical literature and other miscellaneous essays is an evidence of intellectual growth or decay, everybody knows that very much of the best and most serviceable material of a library is in this form. In investigating subjects for essays, a student finds these monographs most useful in various ways. They introduce him to the authors to be read; they supplement the reading of elaborate treatises by pointing out their strong and their weak points; they often present a kind of birds-eye view of a subject, so that a student whose reading has been limited, can see much better the relation of the authors he reads; and moreover it often happens that a few well written essays are all one, whether teacher or student, can find it practicable to read on a subject. One day's reading will, thus, often give him what, without the essays, he would never have got at all. But to have these essays in a library without an index is like owning fish in the midst of the sea. I have found after a careful examination, that an ordinary library contains nearly or quite as many valuable monographs in various forms as valuable volumes; but without an index no one would think of finding a tenth part of them. That administration is best which puts a library most completely at the immediate command of every reader on every subject. Having undertaken this work of indexing some years ago, and continued it ever since, and having seen how useful a large part of my library which had previously been almost useless becomes at once when indexed, I have thought it better of late to err on the side of too much rather than too little. Already I have more articles of various kinds indexed than I have volumes in my library. This has been done wholly at the expense of the University at Rochester. I shall dismiss this part of my subject with the remark that in this work, as well as in cataloguing, it is very desirable that some system of coöperation be adopted among college and other libraries.

2. NATURE AND EXTENT OF PRIVILEGES TO BE GRANTED TO READERS.

(a) *Use of books out of the library.*—With a library properly selected, classified, catalogued and indexed, we are prepared to consider secondly the extent of the privileges to be granted to readers—in the subject before us, to student readers. Under this head a good administration requires that two objects be kept steadily in view: First, that the highest working power of the library be secured; and, secondly, that it be protected from loss or other injury. I have purposely put these objects in the order given. There may have been a time, when books were rare and costly, in which the chief duty of a librarian was to watch over them and keep them in good order. But, happily, that time is forever past. It would be well if the thoughts and habits begotten by

those circumstances were also forever outgrown and past. The first question now is: What use will increase the educational power of this apparatus? The second: What restrictions are required for its preservation? Every librarian is called upon to answer these questions in regard first to the removal of books from the library to be read at the students' rooms or homes. Usage is here divided. In many places it is thought sufficient to fit up good reading-rooms in the library-building; keep them warm and lighted and under good regulations, and require all the reading to be done there. In some other places the tendency is to the opposite extreme; every student is practically allowed to carry away about as many books as he pleases, and keep them about as long as he pleases. The latter practice is clearly careless and wrong; the former seems to me to belong to the past rather than the present. When books are so plenty and so cheap, the principal objections to drawing them for use away from the library are easily removed. Books are worn out faster when carried away; they are not at hand when wanted at the library for consultation or otherwise; some are never returned. These are serious objections, but they may all be removed at very slight expense. There are some books, it is true, which should clearly be kept out of the circulation, such as those which are strictly works of reference, which would very seldom be wanted away, and very rare and expensive books. Except as to these classes, it seems to me that an unnecessary obstacle is placed in the way of reading if students are not allowed to have books in the freedom of their homes, where they may, at pleasure, linger long and without interruption, over the pages of an attractive or difficult volume, or have a catch-book at hand for every leisure moment. Let no one have an excuse; make reading as attractive and as easy as possible. The only restriction necessary is, that books be taken to be used and not to be kept; and hence that a limited number be taken at a time, and that these be returned as soon as used. The only cost of such use is that a librarian look sharply after the books that are drawn out, and that a very small sum be expended annually to replace worn-out and lost books, and to purchase duplicates of those which are constantly wanted both out of the library and in it.

(b) *Access to the shelves.*—In another particular a librarian has to study carefully the relation between the highest working power of his library and the restrictions necessary for its preservation. I refer to the use of books at the cases. Here, too, I think, for various reasons, the barriers should be removed, and reading made as easy as possible. The study of the library, as such, is a very important part of a student's education. There is a comprehensive view of science and literature in simply looking over a well classified library which can be had in no other way. There is a complaint, doubtless well-founded, that the

present tendency is to drift away from solid reading, and be content with the cheap reproductions of thought in the flood of newspapers and magazines. The daily or weekly, or monthly, is ever before us. If this generation fails to produce scholarship commensurate with its advantages, will it not be largely due to the frittering away of time over hastily written paragraphs or insignificant current events which might have been spent on good authors? A young man who is ashamed to be ignorant of all the recent newspaper gossip, is seldom found hungering and thirsting for scholarship. He has little time and less disposition for protracted and thoughtful study of the great masters in science and literature. Now, by all means, let this tendency be counteracted by making familiarity with well-chosen books as easy as practicable. No habit is more uncertain or capricious than that of a student in a library. He wants to thumb the books which he can't call for by name. It isn't an idle curiosity. He wants to know, and has a right to know, a good deal more about them than can be learned from teachers and catalogues. Deny him this, and he turns away disappointed and discouraged; but grant him this, and his interest is awakened, his love for books encouraged, and the habit of reading likely to be formed.

Another end to be attained by the study of the library at the cases is that general knowledge of books which will fit a young man to buy them in after life, both for himself and for the libraries where he may have influence. I have not time to set forth the importance of this consideration. Everybody knows that among the many books now published to choose wisely is very difficult. The power to mold public tastes and opinions in a town where a young library is growing up, exerted by a man who has prepared himself thoroughly in college life to select books well, can hardly be estimated. To me it seems clear that the young man who spends four or six years as a student where he can see a library but cannot reach it, just fails of the only opportunity ever possible to him both to acquire for himself the tastes and habits of a good reader, and to prepare himself to mold the tastes and habits of others.

Again, in college life every young man has constantly before him two or three, perhaps four or five subjects of study, which make up altogether his prescribed course. Now, there is a school-boy way of going through such a course from time to time, learning precisely what is assigned, and never looking to the right hand nor to the left for collateral views of different writers. Servility and narrowness are the result. There is also a scholarly and manly way of making the required study only the pathway of thought through a very wide field of inquiry. This is the true method of a higher education. The collateral reading is the student's own field. He feels a manly self-dependence as he turns over

for himself the authors whose opinions have been accepted or rejected by his teacher. He raises pertinent and exhaustive questions. He learns the names and something of the lives of the men who have been connected with the sciences he studies. He makes memoranda of works for future reading, with their several characteristics. When his text-book is finished he is fitted by his knowledge, and much more by his method, to work for himself, or for the public, on all questions involved in it. But the condition of such a course is a proper relation to the library. No student can do this work well, and few will undertake it at all by calling for books from a catalogue. A reference is to be made, a date fixed, a question of authority to be settled, the relation of two men to be ascertained, a formula to be copied, and a thousand other almost indefinable little things to be done, the doing of which rapidly and independently is the very exercise which will go far toward making the man a broad and self-reliant scholar. To do them, however, a man must stand face to face with the books required.

(c) *How to use often not so much studied as how to get and preserve.*—Now, great as these advantages are, I am persuaded that they are not usually contemplated by college library regulations. How to use books is not so much studied as how to get them and preserve them. I have seen a college library of 25,000 volumes or more, all well bound and in perfect order, where the reading room was entirely apart, and the books could be seen by students only through an opening like that of a ticket office at a railroad station. The reading room contained a catalogue and also dictionaries, cyclopædias, newspapers and magazines. The result one can easily conjecture; the students read the newspapers and the librarian preserved the books! At another college which has good claims to rank among the first in the country, a friend residing as a student after complaining of the great difficulty of studying a library by means of a catalogue only, writes that he knows it contains many good books, for he got in through the window one Sunday and spent the whole day there. It is pertinent to inquire whether the interests of education would not have been promoted by allowing such a student to ascertain that fact on a week day! In short it is the usual regulation, conspicuously posted, "Students are not allowed to take books from the shelves." I have inquired in several libraries what provision was made for students to look through the cases and study the library as a whole; the answer has been either that there was no such provision, or that the privilege was sometimes granted as a special favor to very worthy young men.

Now the general regulation is well enough, but I cannot believe that a college library has reached anything like its highest working power unless this general regulation is made subject to an exception and ample

provision is made for the kind of work I have pointed out. The extent and kind of such provision, practicable or even desirable, would differ widely in different places. Certain hours set apart each week for all classes together, or in larger institutions separate hours for the different classes, would be enough to accomplish a great deal. Or it might be better to fix certain hours when the library should be given up to such work, and let the admission be regulated by previous arrangement with the librarian or other officers. The number to be provided for at once, could thus be adjusted to the convenience of the rooms and the number of assistants at the command of the librarian; and what is quite as important, the students admitted could be definitely put upon their honor in the enjoyment of such a privilege and excluded if found untrustworthy.

What I have written on this subject is not mere theory. For more than ten years I have seen the best results from the use of books I have described. The two hours of voluntary work done regularly every Saturday at our library by an average of one-third of our students, does them more good than any two hours instruction they receive through the week. It develops their own powers and begets the habit of research and the love of books. A little extra attention to the enforcement of rules on these occasions, is sufficient to prevent nearly all the evils likely to grow out of such a privilege.

3. INSTRUCTION IN THE USE OF A LIBRARY, SHOWING:

(a) *The importance and the mode of learning something about a book before reading it.* — There is time for but few words on the third general division of my subject — the instruction to be given in the use of a library. Is it practicable or even possible to give such a systematic course of instruction as to make a considerable number of every college class bookish men? I do not mean book-worms, men whose minds are mere channels for a stream of other men's thoughts, but men whom reading makes full, to use the thought of Bacon. Clearly whatever can be done in this direction, can be done best in connection with the library. A brief course of lectures on books, how to get them, how to keep them, and how to use them would come from a scholarly librarian in a systematic way with much better effect than in rambling talks by the heads of departments of instruction. It is in his power to know the reading habits of every student, and be keenly alive to mistakes in every department. "Are you not reading too rapidly to remember what is in those books," said I to a student once, who was drawing and returning heavy volumes of history in rapid succession. "You may examine me upon them," was the somewhat curt but satisfactory answer. The incident was suggestive. It would be easy for the librarian, if it

were only understood to be a part of his regular duty, to follow up his systematic public instruction by constant private and personal examination, which is the most successful of all teaching.

Look at two or three points on which an active librarian may be of great service to inexperienced readers. First of all in explaining the importance and the mode of learning something of a book before reading it. Before sitting down to a heavy volume an intelligent reader learns in some way either its place among books on the same subject, or the place of its author among authors; or in the absence of such knowledge he reads the volume in some sense as a critic. Here the boy makes a mistake. How many young students of law have sat down to Blackstone with the best intentions, been delighted with the first few lectures which present general principles, and then waded on day after day through all the technicalities and intricacies of English common law, and awoke to the fact when it was all over, that what they had been reading was, to them, and to the writers of to-day, history! The mistake is a common and very serious one; but it is not difficult to correct it. As soon as the right-minded student has had it pointed out, and been shown what to do in the case, he takes an interest in learning who an author was, what were his qualifications and facilities for writing, his purpose in writing the particular book under consideration, the side of the questions involved toward which his religion or his politics or his philosophy would incline him, and also in learning the place of the book among books of its class. He will then come to the reading of it in the attitude of a scholar, and not of a school boy.

Let me add here parenthetically, that there is great need in our libraries of a manual which should give concisely this much desired information regarding all the standard works, large or small, in the different fields of science and literature.

(b) *How to investigate a subject in a library.* — Another point at which the instruction of the librarian is greatly needed, is in the investigation of subjects. What the student wants to encourage such work is to know how to take hold of it in the right way and do it easily. He wants not results, but a method. Let the librarian take up his subject and show him in one or two cases, how to put questions to a library; let him go about with him from case to case and show how many different parts of a library must be laid under contribution for the exhaustive study of a single subject; let him accept or reject, or hold subject to examination the books which bear upon it, as they appear to be good, bad or doubtful. The intelligent student will soon learn by example and afterwards use the hours set apart for such work, chasing down questions for himself.

(c) *How to plan and pursue courses of reading.*—Students need the continual oversight of the librarian also in applying the common rule of Bacon, that some books are to be tasted, others to be swallowed, and a few to be chewed and digested. The rule sounds well, but it is very much like reading a rule to a young mechanic about the use of a chest of tools. The difficulty is in the application. What is to be tasted by one is to be chewed by another; and the same person must taste a given book at one time, and chew and digest it at another. The most common mistake is in forming too large plans, which must be abandoned. The favorable notice of a professor sends many a student to an immense set of books before he has the slightest idea of the work of reading them. The result is, he is discouraged at the middle of the first volume. A distaste for reading altogether is likely to be the result. The remedy is easy. One book on a subject properly selected and thoroughly read, and a score of others properly tasted of, is generally practicable; and if repeated as occasion requires throughout a course, will accomplish very much.

Now if it be said that all this work should be done by the several officers of instruction, the answer is, very well, if they will only do it. But if it is true that what is everybody's business is not likely to be done, then I see no better way than to make the librarian responsible for the reading habits of every student. He would have to be appointed, not as at present, in the small colleges from men already burdened with other duties, or as in the larger ones, for his business qualifications alone. He must have a knowledge of books, and power to teach. He must be not a mere curator of the library, but what Emerson says is much wanted, "a professor of books."

Or if it be objected that no man can give advice in so many and so diverse fields of inquiry, the answer is, that the work pointed out is only general, and, for the most part, elementary. The professor, in each department, is always at hand for reference on all the more difficult questions. Let the librarian be chosen as an educator; let him study his work for life as a professor of Greek studies language; let him make reputation for himself and his college by winning over young men from the habit of gazing listlessly at the backs of books, to an intelligent and passionate longing to know all that is possible of them and about them, and though mistakes may be made, much, very much, will be accomplished.

SCHOOL SUPERVISION AND STATE AID.

By Instructor W. W. DAWLEY, A. B., LL. B.,
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MR. CHANCELLOR AND MEMBERS OF THE CONVOCATION. — Were you standing near some great manufactory, viewing its beautiful surroundings, and, in wonderment gazing at its colossal columns of solid masonry, its grand proportions and awe-inspiring appearance, that inborn curiosity of the human mind would inspire you to investigate the interior nature and workings of a structure whose exterior was so symmetrical and imposing. You enter ; you are amazed at the costliness and value of the materials, eagerly you examine the machinery, its delicate mechanism and skillful workmanship. You are conducted through all the intricate windings and avenues of the various departments. The perfect adjustment and harmonious working of the whole and its separate parts, strongly impress you. The different processes, the various changes, the final result, are carefully observed. Anxiously you watch the raw material as it undergoes its rapid transformations and continuous improvement, until it issues forth a finished product. You admire its finely-wrought texture, its beauty and completeness, and you do not recognize in the faultless article before you the ill-formed, unwrought mass that you first beheld ; yet you know it is the same elements in an improved state, for you have watched it in its every change from its original roughness to its present perfection. And what have you learned in this tour ? You have perceived a perfect union and connection of machinery, an absolute dependence of each consecutive part upon the other, and a systematic gradation of all. But above all you have learned that here, where there is not a jar nor a clash, there is a single managing head from whence emanates all control, whence subordinate directors receive their authority, and to which they are all accountable.

The system of education is but a manufactory, a molding and finishing process. The youth, the type of the raw material, enters the common school, thence, in a gradual advancement, through the academy, the college, the university, whence he comes forth the refined scholar, the profound thinker, the enlightened man. These institutions are the various departments in our educational factory. Their relations are as mutual, their connection and dependence as essential, and their gradation as perfect as those in any machinist's shop or manufacturer's

mill. So vital are the relations and dependency of these institutions that the defect of any one is subversive of their unity and complete effectiveness. Civil and political welfare, intellectual growth and mental development all demand that they shall constitute one whole system, that they shall represent the various elements of the composite whole. To effect and preserve this unity and gradation, a singleness in the supervising power is indispensable; there must be an indivisible head for their direction in which shall be centered the exclusive right of issuing all orders, not only to common schools but also to academies and normal schools. They must be unified in order to preclude discord and hostility, which will always destroy effective work and desirable results. School superintendence, as now conducted, is indeed an expensive luxury. Many of our supervising offices as now qualified, created and filled, are useless. The supervision of our common schools is an annually enacted farce; the end sought is not obtained. These are, indeed, lamentable facts, but nevertheless patent truths.

The State, with its wonted munificence, is tendering its kindness to salaried school officials who by their labors bestow upon it no return value; but, in return for its gratuity, they would drain its treasury and then clamor for higher salaries and less work. The fact is that their compensation in many, aye too many cases, is more than commensurate with their work. The State to-day is paying for labor that never was expended, granting public money to men whose labor is a detriment, rather than a benefit to the cause which they are supposed to espouse. A tirade upon school officers is not the object of this paper; but its design is to lay before you some of the defects in the supervising powers and, if possible, suggest a plan for remedying them. The State expenditure for school supervision is too large. By curtailing the number of officers and giving to those we do retain, a sum sufficient to compensate them for exclusive devotion of their whole attention and talents to this work for such time as they may be employed in it, the expenditure of public moneys for this purpose can be materially lessened and as valuable results effected. The school commissioners are receiving an annual salary from the State, to say nothing of the additional sum received from each county. The county tax itself is in many cases amply sufficient to compensate them for the time actually employed in school duties. In most instances but a small portion of each year is devoted to school affairs; the commissioners generally have other duties either of a business nature or professional, which demand their time; and negligence of school duties on their part, goes unnoticed and unpunished. The office is accepted not as a substitute for other business, but as additional to it. When we covenant to give an annual salary, we expect at least a greater portion of the year to be consumed in the dis-

charge of those duties for which the salary is granted. What is given over and above enough to recompense them for their work, simply augments their private emoluments, which is nothing less than converting public funds into individual possession. Thus the treasury is depleted by officials whose heart is not in their work and whose aim is popularity and re-election. The examination of teachers is a legal farce; the visiting of schools is of less value. Political influence or influential friends qualify them for teachers; willingness to work for comparatively nothing procures a situation. Laxity in examination fills our schools with incompetent teachers; from incompetent teachers result valueless schools; and badly conducted schools necessitate a retrograde movement in education. Hence school commissioners are to a great degree responsible for the almost prostrate condition of our common schools.

To avoid this looseness in teachers' examination and elevate the standard of qualification as well as remedy this erroneous and useless expenditure of public funds, I would propose a plan that seems not only feasible but advisable.

First, there should be a single head of supervision, whose decision should be final and admit of no appeal. I repeat, this head should be single, having a universal control of all schools, inclusive of academies and normal schools. The present superintendence is divided, the State superintendent having the direction of the normal and common schools, and the Board of Regents the control of the academies; and this division occasions rivalry, and sometimes opposition and hostility. Now, to unify this supervision, the office of the State superintendent should be abolished, and his authority, together with that of the Regents, centered in one body. Thus would be saved for the State about \$3,000 annually, and thus would a clashing of authorities be prevented.

The State University is properly the head of our system of education. Owing to the ability, age and experience of its members, the Board of Regents should constitute the supervising body proper. This board should have the final determination in choosing all school-directing officers. The board of supervisors of each respective county should have the power to appoint a school commissioner for their county, subject only to the approval of the Regents. Thus the power to appoint the commissioners would be conferred upon the supervisors, while the final sanction of the appointments would rest with the board proper. Instead of being paid annually by the State, each commissioner should be paid by a county tax. His salary should not be an annual one, but he should receive a specified sum^{per} day for each full day actually employed in school duties. This sum should be sufficiently ample to make it a desirable position, and thus secure the appointment of experienced and competent men in the office. In order to entitle him to any compensation,

it should be made obligatory upon him to make affidavit under oath that he has been actually engaged in school work during each and every day for which he demands pay ; and he should be compelled to devote to this work of supervision time enough to enable him to spend at least a full half-day twice per year in each and every school within his commissioner district. Thus would the State expenditure be wonderfully diminished. The amount now given by each county would more than pay the commissioner for the time consumed in school affairs. Better commissioners and better work would be secured, and the amount from the State be lessened on an average by about \$3,000 to each respective county.

It should be the further duty of the board of supervision, to revise and send to each commissioner twice a year, a printed list of questions to be presented to every applicant for a license; each candidate for a certificate should be compelled to answer a fixed per cent of these questions, which per cent should vary for the different grades. These examinations should be the same throughout the State, and should be held in each county at not more than two different places semi-annually; and, if possible, only one day should intervene between the examinations in these two places. There should be no deviation from this rule, and to secure inflexibility in it, each commissioner should certify under oath that each teacher whom he has licensed has correctly answered the required number of questions, and that he has held his examinations as required.

Such a plan would be prolific of valuable results. The creation of a supervising board and the abolishment of the State superintendent's office, would concentrate all authority in this board, and by thus making it supreme and single, prevent clashing and conflicting orders; this uniformity in examinations in every part of the State, would preclude partiality on the commissioner's part, elevate the standard of teachers' examinations, secure better teachers and make a license at least presumptive evidence of proper qualifications to instruct. Thus every teacher throughout the State would be subjected to the same searching examination and their certificates should be good in any county in the State, and should be granted for a term of five years in any school of a grade corresponding to the grade of the license, with the single proviso that a failure in government would forfeit the license and subject the holder to removal from school. The appointment of commissioners and their compensation per day would change the nature of the office from a purely political one, as it now is, to an educational one, and at the same time that it would secure more energetic and competent persons in that office, it would work a marked saving to the State for this purpose, and give it a large reserve fund which might be applied to the education of needy and indigent youths who are desirous of making teachers as well as enlightened citizens, which would make a large addi-

tion to the amount now granted by the State to academies and normal schools. This suggests the second part of my subject — State aid.

As State aid is now granted, there is a manifest injustice done to some, yes, many, of our institutions of learning. A universal tax for local purposes is always unjust; so appropriations from the State to a few local institutions, at the exclusion of many others whose work is as vital to our civil and educational welfare, seems not only unjust but impolitic in the extreme. Wisdom, justice and every consideration of general good, dictate a more equal and general distribution of public funds. They should be distributed where they can effect the greatest good to the greatest number, and that they can accomplish this when confined to eight institutions, the past history of education will at once disprove. Institutions capable of, and accomplishing equally beneficial results, ought to stand upon a common level, as far as encouragement from public revenues is concerned. Or to abbreviate these remarks and reduce them to the form of a syllogism: State aid is granted for the instruction and training of common school teachers; academies instruct and train as many, and as faithfully as normal schools; therefore academies should receive State support equally with the normal schools. The major premise needs no argument, no explanation. The aim and design of State aid, and the only condition upon which it is granted will support this premise. Hence, the minor premise proven, the conclusion cannot be denied. That academies are as efficient and thorough in their work as normal schools must be shown by reference to those who have enjoyed the tutorship of each respectively. Go with me, if you please, into the common schools; take those teachers whose labors you know are laudable and effective; consider their number, their work or their qualifications, and you cannot assert that those whose "alma mater" is a normal school, are superior to those who have drank freely from some academic fountain. Facts upon facts, reports upon reports, attest that the latter are equal to, and in many instances more efficient and earnest, than the former. We acknowledge that normal schools have not been founded as long as academies, but they are of sufficient age to enable us to judge of their nature and work, and to realize that they have not fulfilled the object of their creation.

Those who enter the teachers' classes in the academies, receive a special practical course in elementary as well as more advanced teaching. The normal student receives a like training only for a longer period, hence the normal advocate claims a more thorough preparation. But, in their zeal, they are blinded to one very important consideration, that the one in the academic class has already acquired that theoretical knowledge that the normal pupil is gaining during the greater portion of his course. The higher standard of admission to the former, will go

far to counterbalance the longer course in the latter. The drill, the discipline and practice, are of the same character, given for the same purpose and productive of almost identical results. There is as much ability, as great a fidelity of purpose, as much practicality, in the academic as in the normal instructor. There seems to be an impression, and it is deepening every year, upon some minds, that the legitimate consequence of a normal course will be to triple or quadruple the pay that they are to receive; and so strong is this idea and so mercenary their motives, that this alone prompts them to an attendance.

I do not wish to impugn the benefits and value of the normal schools. They are doing a noble work as far as they reach; and, though they do not come up to the anticipated standard, yet they are deserving of support and encouragement. Their past history shows good results. Notwithstanding all this, they are local in both establishment and benefits. Eight schools, which are from necessity sectional in the fruits of their labors, receive from State appropriations \$150,000 annually. Two hundred and thirty-four institutions, located in different sections of the State, equally productive of good, reaching over nearly forty times as much territory, and benefiting twenty-five times as many youth, receive only \$40,000. Did the State pay the same for each academic scholar, as for each one in the common schools, it would distribute annually over \$150,000; did it pay the same as to each normal student, it would give the academies \$940,000 per annum.

The academies are, indeed, vital to the cause of education. They are supplying common school teachers, fitting men for active life, preparing them for social and public duties, giving tone and dignity to education, and laying the corner-stone of a higher and more diffused intelligence. Even withdraw from the common schools those from academic institutions, and there is left a blank that no eight or even twenty normal schools can fill.

These eight schools are situated in eight different localities; they covenant to educate instructors for common schools; the State, in return, covenants to give them, each year, \$150,000. The whole State pays this sum, while these eight localities, and their immediate vicinity, receive the benefits. They are educating, to-day, between two and three thousand students, while the academies and academical departments of union schools are doing the same for over 30,000. I repeat, they are local. All cannot attend; some are prevented on account of distance; others on account of home duties. They are desirous of becoming professional teachers; they cannot leave home; the normal is at a distance, the academy near. Distance and home keep them from the former, financial want, from the latter; hence they are excluded from a profession upon which they would reflect honor, and for which nature designed them.

But few of the normal graduates teach within the State. Other States offer greater inducements for New York teachers than New York itself. Higher wages blind them to their righteous obligation to the "Empire State" for its beneficence. Few, and a very few, too, are found in the district schools, where the State intended when it offered free tuition and books. These places are too inferior, the pay too insignificant for a normal graduate, hence the academies must receive them among their instructors, for which place their education has not fitted them; or else other States will receive the whole benefit of their labors, while the State that advanced them goes unrewarded. Right here let me say that there is one normal school whose graduates do not hesitate to enter the common schools. I am proud to say that it is situated in this city; but it is indeed an exception.

But there is another class which the academy is educating, and for which the State can well afford to pay. It is composed of those from both city and country who never attend school after leaving the academy, but still are found in business life, in all the professions and in congress halls. Every consideration of sound policy demands that they be fitted for good citizens, that they receive a broad and liberal culture, upon which may be erected the superstructure of noble and exalted characters, that shall arouse them to lives of devotion to civil as well as individual prosperity, and insure the perpetuity of our government. The academies, by their more liberal and varied courses, are better prepared for this work than any other institutions, and as such are entitled to a generous support from the public treasury.

In conclusion, I would say that I do not advocate the policy of depriving the normal schools of all support from the State, but both sound policy and wisdom do sanction the bestowal of equal assistance to academies. To recapitulate: The academies are universal in their benefits; normal schools, from necessity, are local. The former are doing a work commensurate with that of the latter, doing it equally well, are better adapted to the various classes and grades of youth, are the stepping-stone to college, and are the foster-mothers of the majority of the common school instructors. With these facts before you, with your own personal knowledge of both classes of schools, I appeal to you, educators of the "Empire State," to see that academies receive their just due — the receiving of State aid per capita with normal schools — and that you lend your help to secure unification in our school supervision, and thus save many thousand dollars that are now as good as squandered. By this course you can save a large fund as a support to educational institutions, or to be expended in some enterprise where a more fruitful return can be realized, and, at the same time, the cause of education receive a fresh impulse.

OF LAND SURVEYING IN THE STATE OF NEW YORK.

By Principal AARON WHITE, A. M.,
of Canastota Union School.

The right to possess and enjoy a *home* is a right most precious to all men. The hope of becoming absolute owner of a little spot of earth, under the guardian care of a good government, has been the grand motive for emigration to this, our beloved country, from its first settlement by Europeans to the present time. And, even now, from day to day, thousands of poor people may be seen, still going on, looking for that home of freedom in the great west.

The good citizen at home has rights and liberties with which none may intermeddle, and which not even the government itself may invade.

Within the lines which bound his own little kingdom, he collects all his precious things and the dear ones of his heart. Outside those lines he is the servant of society; but, when once within the sacred limits, society becomes like a wall of defense about him, and insures to him the peaceful enjoyment of whatever good things God may have given him. Hence it is that no department of scientific industry touches more nearly the private interests of men than that which defines and guards the boundaries of the homestead.

Our subject is "*Land Surveying*, as practiced in the State of New York;" but what we have to say belongs chiefly to the country and not to the city. The purpose of land surveying is, as was said above, to define and guard the boundaries of the homestead. The approved method of describing boundaries is by "bearing and distance," the instruments are "compass and chain," and the record is designed to secure and preserve boundary lines "*forever*." The labor of the "original" surveyor was chiefly the mathematical problem, and the mechanical work; but one who follows him in these times must exercise also the high functions of the judge. He must often decide doubtful questions, by the testimony of still more doubtful witnesses, and by a careful consideration of probabilities. He must be a practical antiquarian, and study the significance of old moss covered marks upon trees and rotten stumps; or he must find the very hole in the earth where the stake was driven, which has not been seen "within the memory of our fathers."

The mathematical problem has in it the theory of certainty, but the practical problem has in it the elements of a very sad uncertainty. *Sad,*

I say, because the results are sad. Friends are estranged from each other, jealousy and hatred separate children of the same, once happy, family; and large sums of money are annually squandered in useless litigation.

What are the causes of this uncertainty in ascertaining and finding the limits of landed property? First, our fathers trusted in the compass, and were disappointed. Surveyors, in former times, appear to have been ignorant of the fact that the needle varies from the pole; or, if the general fact was known, it was considered of slight importance. But the magnetic meridian is not, and probably, in most parts of the State, never has been the *true* meridian. When the record says "North," the owner of land thinks that it means north; but the surveyor knows, or ought to know, that it means no such thing, and never did mean any such thing. And right here the business of debate and conjecture begins. And not only so, but the position of the needle is constantly changing; the year, the month, and the hour of the day, affect, more or less, its position. Nor is there uniformity in its movements. If, then, these variations be unnoticed, the "original" work must be imperfect, and the records much less valuable for later times. Other causes of imperfection in the original work, are loose chaining, hilly ground, heavy forests covering the whole country, slight attention to leveling, haste in the work, fifteen miles per day, and no reviews. So it came to pass that the records, in many cases, never did represent, with any tolerable degree of exactness, the lines as they were marked in the field.

But again, at this distance of time, a still more fruitful source of uncertainty is the perishable nature of the monuments. Stakes at the corners of lots, with references to trees standing near, blazed and numbered, were the most common monuments. The stakes are neglected and lost, the trees are cut down or perish by natural decay, and nothing permanent has taken their place. But, again, those trees, which were called corner-trees, were seldom found exactly at the corners, but their distance and bearing from the corner were set down in the field-book; and surveys innumerable have been made without reference to those field-notes; and quite often the trees themselves are taken for corners; and, in fact, are so called in very many old deeds. And this has brought the work into great confusion. Also, for large tracts of country, the field-notes are destroyed or lost. In later times, corners of buildings have been used for reference; and these soon disappear. Bridges have been referred to, and these have been washed away by the floods. Thus the "original" evidences are rapidly disappearing.

In country places nothing is more common than to make the center of some public road the boundary line of the farm or lot. Some of

these roads were located upon the "original" lot lines, but in the hilly portion of the State this could not well be done. Examining the records of these roads, we find that they are of very little value. In general, one "starting point" is loosely described, and after that only "bearing and distance" are given, through the turns and windings of a long road to the end, and there is no particular description of the terminus. Have patience while we present a few examples. Take notice with what precision the "starting points" are described, and observe the nature of the monuments. Our examples are taken from Road Book No. 2 of the town of Lenox; but examples of the same sort may be found everywhere in the State.

Ex. 1. — Survey of a road "commencing in the center of the road one chain thirty-one links north of Beebe's bridge, so-called." Your effort to find that point will be guess work. Then we have eleven courses described by "bearing and distance," fifty-six chains, eighty-six links. Two stakes only are mentioned, but as these are now more than forty years old and stood in the center of the road, there is no probability that they could now be found.

Ex. 2. — Alteration of a road "beginning at a point in the center of the old road near a beech tree." Then eight courses are given with their bearings and distances, fifty-eight chains seventy-four links, to the center of Cowaselon creek road. No other points are described.

Ex. 3. — Cowaselon creek road, so-called, "beginning at a point in the center of a bridge over Cowaselon creek," thence running, etc., thirteen courses, seventy-six chains, twenty-five links, to where said road is intersected by a road from Lenox furnace."

Ex. 4. — A road ordered by three judges of the court of Common Pleas on an appeal from the decision of the road commissioners, "beginning at N. S. Roberts' south line near the house now occupied by David Hubbard; thence north twenty-eight degrees twenty minutes, east 100 chains to a stake stuck in the ground in the middle of the old traveled road, near the house of Abial Fuller."

Ex. 5. — A road ordered by the same judges, "beginning at the south end of said bridge, thence running," etc.

Ex. 6. — Road from Lee's bridge, so called, on the line between Sullivan and Lenox, to the east line of Lee's farm, "beginning at north two degrees thirty minutes, east 1.75 from the said bridge, thence," etc. We might ask from what point of the bridge? but probably that bridge has disappeared long ago.

Ex. 7. — Survey of a road running along the canal from Canastota to Quality Hill, "beginning at a point in the center of the road leading to New Boston, one chain five links, thence," etc., twenty-three courses by compass 107.17 chains. No other point is mentioned at all.

Ex. 8. — "Beginning at a stake in the center of an old road in front of John Belden's house."

Ex. 9. — "Beginning at a stake in the center of said road, thirty or forty rods south of the turnpike, thence," etc.

Ex. 10. — "Beginning at a point in the center of a road leading from the Oneida bridge to Stockbridge, north-east of Terrie's barn."

Ex. 11. — "Beginning at a white oak stump in said road, near the house of N. Clark."

Ex. 12. — "Beginning at a point in the center of the turnpike, thirteen rods west of the Oneida bridge," etc.

Ex. 13. — "Beginning at a stake at a corner of a log barn of Mr. Eddy," etc.

Ex. 14. — "Beginning at a stake one chain, fifty links north of Quality Hill bridge, so called," etc.

It is evident that a surveyor in retracing these lines must depend upon traditional testimony, and the position of fences as he finds them; he can make but very little use of the records. I am assured that these examples represent, fairly enough, the records of other towns all over the State.

Among the causes of uncertainty and confusion, we ought to mention, also, the insufficiency of the descriptions given in deeds of conveyance. The case is bad enough when the full description furnished by a surveyor is copied in the deed; but thousands of deeds are made out and recorded, from which the surveyor's notes are altogether omitted. The lot is bounded as a child learns geography, by mentioning whose land lies adjacent to it on all sides. In many cases, also, where some new lines are described, old compass bearings are copied for a part of the description, and new bearings are given for the new lines, so that harmony is impossible.

Perhaps you are already weary of these uncertainties; but many before you, both surveyors and landowners, have been made weary trying again and again to establish a line, spending upon lawyers and courts more than ten times the value of the land in dispute, and finally leaving to their children an estate as undefined as that which they themselves possessed.

But we have not yet done with this part of the subject. Many mistakes are made in the instruments of conveyance, arising from the ignorance of those who assume to do that kind of work. We find in the cities men who make this business a specialty; but in the country every magistrate, every lawyer, almost every notary, undertakes to fill out deeds of conveyance. It would seem that a man who is not able to plot a field, ought not to be authorized to make out these important papers. Yet many do this work who could not discover a mistake such

as north-east written for north-west, or three chains for thirteen chains. Also many a man who calls himself a surveyor, is but poorly qualified for his work.

We turn now to the other side of this discussion, and ask what remedies can be found for this unhappy condition of things? In answer to this question, we mention first, that which was suggested by our last preceding remark. No man should be permitted to practice surveying till his qualifications have been examined and approved by competent authority.

Again, we think that questions relating to boundary lines might better be examined and decided by a competent surveyor in the field, than to consume, as they now do, the time of the courts. A man should be put in charge of a certain district or territory, who should make himself thoroughly acquainted with his ground, and should be himself the court to examine and to decide on the spot, all questions of boundaries within his district. Perhaps in case the value in dispute should exceed a certain limit, an appeal might be allowed to a similar officer who should have jurisdiction in such matters throughout the State. Why should not a good surveyor, on the ground, be as likely to judge rightly, as a man who has had but little *practical* acquaintance with these matters, whose time is chiefly occupied with very different business and who must depend, after all, upon the testimony of this same surveyor for his judgment in the case?

It is evident that the sovereign authority of the State must be put in action to reform and systematize this whole business. The State must furnish a system of permanent monuments; must establish a scientific method of surveying; must appoint its officers to do the work; and must see to it that conveyances, when recorded, shall clearly describe the property to be conveyed.

Let fifty years more pass away and how few will remain of all the landmarks now in existence in the State! The work of examination and of erecting permanent monuments, should be commenced without delay.

I have thus far said nothing regarding the total lack of system in making out the original divisions of land in this State. No recognition of meridians or parallels; lines in every conceivable direction; lots of every possible size and form; each man for himself who could obtain a "grant" from the "States-General of Holland" or from the English king or from the aboriginal chieftains. And it seems that from the beginning to this day, it has been every man for himself. There is very little of law to regulate the business.

This is a subject which may properly be made a topic of special inquiry and examination by this Convocation. It has been my purpose

in this paper, not to make a thorough discussion of the present condition, nor to present my views of what ought to be done as if they were matured and perfected, but only to awaken attention and to provoke investigation. We hear continually the cry for "investigation" and "reform." Now let us "investigate and reform" this business of "Land Surveying in the State of New York." Let us first find out "what ought to be done," and, secondly, ask for such legislation as will effectively accomplish the work.

ALBANY, *July* 12, 1876.

Yesterday I called at the office of the city surveyor of the city of Albany, and was very politely permitted to see the kind of work done there. It appears on examination that the history of unsystematic and uncertain work of the original surveys which I had given as applicable only to the country places, is equally applicable to the city; crookedness and irregularity being the rule. I also called at the office of the Surveyor-General of the State of New York, and here again was very much gratified by the politeness with which the ancient "*Van Rensselaer*" received me, and allowed me to examine the bound volumes of *Field Notes* left by the old surveyors. I was impressed with two considerations. First, that *honor* is *due* to those men who first surveyed and described these lands; their work was done quite well for their times; but, secondly, this brief examination of the old books added intensity and emphasis to the remarks presented in this paper, as to the perishable nature of the monuments and the necessity of moving immediately for a more thoroughly scientific and permanent system.

A. W.

MILITARY DRILL IN ACADEMIES.

By Colonel CHARLES J. WRIGHT, A. M., of Peekskill Academy.

The success of the drill and discipline established at West Point in developing the physique of its students, and the belief that the same methods might with advantage be introduced into schools not aiming to educate officers for the army, led to the establishment of the semi-military schools of the country. Many of these have been established by graduates of West Point; some have been very successful, others have proved total failures. I shall endeavor to discuss the advantages and disadvantages of drill in our schools, the extent to which it may be introduced, and the manner of introduction; the causes of success and failure.

The art of war has, perhaps, received more attention from mankind than all other arts combined; the civilized, the half civilized, the savage have alike desired to excel. The savage places himself under severe training that he may be a great warrior. The polished Greek gives his best genius to perfecting a system of military drill and organization, and with the wonderful result that the world is conquered. Among the nations of to-day no less attention is given to this art. Indeed, if we may judge from the time and thought that have been given to it, we may well believe that it is brought nearer to perfection than any other art and that no better means can be devised to make men (or boys) strong, courageous, firm, obedient—for this is what military art should accomplish. Skill in arms is of minor importance; it was not the spear that gave the Greek victory; it was not the sword that made Rome master of the world; it was not the needle gun and breech loading cannon that carried the Prussians to Paris; but it was strong, courageous firm, obedient men, or, in other words, men skilled in the art of war.

We wish to know how best to discipline our boys to make *them* strong, obedient, high-minded. Is it not worth our while to see if we cannot avail ourselves of the knowledge which the whole world has been accumulating on this very subject? That in education we think too much of the mind, too little of the body, and forget that the mind is dependent upon the body, is generally acknowledged. Teachers are apt to think their work quite complete when they have given the mind its nourishment.

The introduction of military drill into a school at once corrects this fault and gives a perfect system of light gymnastics. The musket is better than the wands, the dumb-bells, or the Indian clubs, as a means of gymnastic training; and the manual of arms is, it appears to me, the best series of motion possible to expand the chest, and to strengthen the muscles of the arms, hands, chest and back. I have taught Dio Lewis' gymnastics, but for boys I do not think they compare with the manual of arms. For the lower extremities ample exercise is afforded by the facings and marching in quick and double time. Again, what an advantage that, if the day be pleasant, a few words of command bring you into the open air and bright sunshine, with a system of drill just suited to the open field. The sedentary lover of books is by this exercise taken out into the air and sunshine every day; his back, which is half doubled up, is strengthened; his slow motion is made prompt; and after half an hour's drill he goes into school with his chest a half-inch larger around. I have seen it work just that way.

It may truly be urged as an objection to military drills that there is a great deal to be taught, and that an experienced instructor is required; that arms and accoutrements are difficult to take care of, and must be properly handled; that they add materially to the care and responsibility of the principal; that the presence of guns requires powder, which is, in every way, objectionable. In answer to these objections, I would say that, with a competent drill-master, all the difficulties disappear; the boys soon take pride in their muskets; suitable racks are easily provided for guns and belts. (I have always found it best not to allow cadets to retain charge of their own guns, but to have a rack provided in which all guns should be kept.) Ammunition occasions no trouble, for if a school be armed with muzzle-loading rifles, it will be best to provide one breech-loader for target excursions, which, with its ammunition, can be handled without the least danger.

To obtain arms application should be made to the Adjutant-General of the State. Unfortunately, our Empire State has made no provision for furnishing arms to the school. In Pennsylvania, or Connecticut, in fact in almost any other of the States, schools can easily obtain arms. And so it should be, for how can we easier prepare for the possible contingency of war? On Governor's island is a long building filled with cases of guns, over a million stand, the ordnance officer in charge told me; and he remarked that they would be better to be carefully used than idle. Yet it is almost impossible for a school, desiring to introduce drill, to procure arms. This is all wrong. Since it is necessary to have a large number of guns on hand it is as well, yes, better, to have them in the hands of our young men than idle, perhaps rusting in magazines. The Inspector-General should visit our schools and see that the arms are in

perfect order. It would be just to withdraw them from a school where they were neglected, but it is not good policy to refuse to arm our school-boys; it will not be long before we shall rely upon them for our volunteer army.

But little time is required to accomplish the good work of disciplining and training boys. Thirty minutes each school-day will soon bring a school into excellent discipline, and enable them to accomplish the school of the soldier, of the company and of the battalion, and the skirmish drill of infantry tactics. The drill should, if possible, be daily, or at least, three times a week; and as very strict attention is required, the drill should be short. It should be brisk, sharp, wide-awake, and soon over. It should come in school-hours, not in play time. I think this is a very important point on which the popularity of the exercise depends. The best time is the middle of the long session — say at 10.30 A. M. It then answers a double purpose. It gives the requisite physical training, and it breaks up the long session by a rest from books, and a taste of the fresh air. The boys return to their books with eyes sparkling and cheeks rosy. The veriest sluggard in the school returns from drill feeling “first-rate.” Two minutes is ample time, after a little training, to go from class-rooms to drill-room, to take arms and prepare for drill. Two minutes will return boys from drill to class-rooms, though an intermission of five minutes should be given after drill. I believe boys will do more work, mental work, between 9 and 12 o’clock, with thirty minutes for drill, than without it. I think the time not only is not lost to study, but is an actual gain.

To give arms in two minutes requires organization and discipline. The boys must be formed into companies, with wide-awake officers, and the utmost good order and attention to business must be insisted upon. In this, as in every part of the drill, much depends upon selecting good officers; and the only certain way to accomplish this is by competitive examinations. Such an examination is easily managed. All entering the examination are required to write out, in detail, with commands, such movements as you direct. An examination of the papers quickly reveals the best. As all are examined at the same time, and upon the same questions, a just and judicious choice is almost certain. To secure strict attention on drill, I have devised no better plan than this, for it is soon evident that only those cadets who give the closest attention to commands and methods, can hope for promotion.

In many of our military schools, drill is discontinued in the winter; this I think a mistake in every way; regular exercise is then most needed and most valuable, the bracing air makes it easy to secure that vivacity of movement that gives such a charm to the manual of arms,

well executed. Before a suitable drill hall was provided, I used a passage-way for winter drill and found little difficulty in interesting the boys, even there, in the management of the musket.

Target shooting is another omission. It is so easy, so entirely safe, that no school professing to give instruction in arms should neglect to make its cadets familiar with the practical use of the rifle. Select a field where the target, which should be thirty inches in diameter, will have a hill or high bank behind it, measure off 100 yards and place the rest. Place the rifle to be used (which should be a good breech loader) in the hands of a reliable officer. Place in a safe position, near the target, a careful person to mark the shots; let each cadet fire three shots, and mark the target after each cadet has fired. No difficulty has ever attended the target practice at Peekskill, and of all the prizes awarded no one is more eagerly contended for than "best shot."

I will not enlarge upon the advantage to the State of having its sons trained to arms, but I wish to call your attention to this most important fact that drill does not in the least interfere with ordinary school work, but is an actual assistance. At Peekskill those boys who do not drill (for drill is optional with day boys) and who therefore give that time to study, as is required, make a lower average standing than those in the cadet corps. The boys who drill usually carry off the literary prizes.

VOLUNTARYISM IN HIGHER EDUCATION.

By **MARTIN B. ANDERSON, LL. D.,**
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The early Christians found education imbedded in heathenism. As the State religion was heathen, they were, of necessity, obliged to establish schools for their children, in order to prevent them from being positively instructed in the principles of a false religion. Hence Christian schools, supported by the voluntary contributions of the Christian population, grew up side by side with Christian churches and charitable institutions similarly maintained. When Christianity became the religion of the State, the State assumed the care of schools, together with the care and support of churches. Education became a constituent part of the general church establishment. Though funds for the support of churches, hospitals and schools were very largely contributed by private individuals, these institutions, and especially the schools, were always under the control of the church established by law. At the Reformation, the school system became a part of the church establishment, under the control of the authorities of the parish, and the intermediate schools and universities were, in various modes, brought under the control of the State and church united.

When the North American colonies were settled, the State church system was adopted as a matter of course. What are now common schools were then substantially parish schools, the minister of the establishment having a predominant influence in their administration. Academies and colleges were organized on a similar principle. They were put under the control of persons connected with the established church, and became an essential part of its means of influence and control over the public mind. They were supported partly by taxation and partly by voluntary gifts from charitable persons.

When religious equality was introduced, and the church establishment set aside, the educational system was at first but little affected by the change. The academies and colleges, which had been founded by general taxation, were left in the hands of the denomination that had originally formed the established church, while the State gradually withdrew its fostering care. As new colleges and academies were established from time to time, occasional appropriations for the support of the new institutions were made by the State; but no settled line of policy was marked

out, and these appropriations were dependent upon the accidental composition of the Legislatures. In the common schools the teaching of church catechisms was gradually laid aside, and the reading of the Scriptures at the opening of the school, either with or without prayer, was all that survived of the distinctive denominational teaching that originally permeated the instruction.

With the overthrow of church establishments in the States, after the Revolution, colleges and academies were mainly left to the voluntary support of philanthropic men; while, by common consent, the care and maintenance of the common school was assumed by most of the States as absolutely necessary for the maintenance of the civil order under a system of universal suffrage.

By degrees, objections were made to the religious instruction still retained in the common schools. It was claimed that they were supported by taxation, and that persons of every phase of belief, or disbelief, had equal rights in the control of their administration. This claim is clearly gaining acceptance, and now, for good or for evil—I do not say which—the common school supported by the State tends, like the State, to become secularized so far, at least, as is possible in a country whose institutions, laws and literature, are saturated with Christianity.

TWO POSTULATES AND WHAT THEY IMPLY.

Two postulates are now gaining, or have gained, acceptance among the great majority of our people. One is that the common school, supported by taxation, is necessary to the well-being and permanence of the State. The other is that, tax-payers having common rights, these schools should be so administered as to do no injustice to the religious convictions of any citizen. The duty of the State to furnish an intellectual and moral education in the common school is accepted on the ground of self-preservation. As, by common consent, the giving of religious instruction stands outside of the functions of the State, it follows that this duty falls upon the parent, the church and the Sunday school, under the natural working of the voluntary principle. It being conceded that it is the duty of the State to maintain the common school, the question now arises, what is the limit within which the State may assume to educate? We answer:

1. As the common school is supported by a common tax upon the body of the people, education at the expense of the State should be carried only so far as the great body of the tax-payers can make it available for their children.

2. On the principle of self-preservation, also, the State cannot, and

should not, provide education at the public expense beyond that which can be made available for the great body of our juvenile population.

3. This principle would justify special appropriations for the training of common-school teachers in academies and normal schools, if it can be shown that the law of supply and demand, acting through institutions supported on the voluntary principle, will not furnish teachers in sufficient number and with sufficient education to meet the necessities of the case.

4. Hence, professional education and high liberal training necessary for the professions should not be undertaken by the State, because this education is for the benefit of but a very small and special class of the community, and can also be better provided for by the natural action of the law of supply and demand. This principle of exclusion from State support will apply to special schools for the training of farmers, mechanics and engineers just as really as to institutions for the training of lawyers, physicians and clergymen. This principle also renders it illegitimate for the State to provide a general liberal education, at the public expense, for officers of the army and navy. The law of necessity, which justifies the support of schools for strictly professional training, such as those at West Point and Annapolis, does *not* justify the State in giving to their pupils such general culture as is merely preliminary to the study of the profession of arms. Competitive examinations among the graduates of our colleges and scientific schools would furnish a superabundance of candidates for the army and navy, who would have sufficient discipline and acquirements to enter at once upon those studies that strictly belong to the military or naval profession. Two years' training of such men thus selected would give us officers for the army and navy of broader culture and higher professional attainment than can be secured under the present system.

5. The State — as an organization with powers limited mainly to the protection of life, property and personal liberty — may not undertake to teach what belongs to the domain of conscience. In so doing, it transcends its legitimate sphere. High education cannot be adequately conducted without the discussion, in the way of acceptance or denial, of God, the soul, the objective sanctions of morality, and all the forces which bind a man to God. As this high education, in order to be scientific and thorough, is conversant with the sphere of topics which involve religious and moral principles, it should be referred, like religious beliefs and modes of worship, to the action of the voluntary principle. This would exclude from the charge of the State, except for giving the power to hold corporate property and confer degrees, all collegiate and professional education.

HIGH EDUCATION — HOW IT SHALL BE PROVIDED.

Upon whom, then, does the duty of providing for high education rest? Usage and common sense have, in our own country, answered the question: Upon individual and corporate benevolence, acting under the general laws of the State, which define the limits and powers of religious and benevolent organizations generally.

In accordance with the principles thus laid down, it will be seen that the voluntary principle, as applied to the support of religion, includes the exposition and application of the moral and religious bearing of all the great modes in which theists claim that God has revealed Himself to man. We believe that God has revealed Himself:

1. In the constitution and course of the material universe.
2. In the existence and organization of the human mind and the human conscience.
3. In those special social laws, common to man, which underlie the State, and determine and limit the action of men in providing for the protection of life, liberty and property in human societies.
4. In those supplemental moral and religious revelations made to man, as a responsible being, to prepare him for a pure and holy life here and hereafter.

Now, no one of these modes in which we assume God to have revealed himself to man, can be scientifically discussed without touching vitally the question of the being and the nature of God — the existence and laws of the soul — the origin of moral distinctions — the right of the State to punish — the grounds of the rightful authority over men of civil, criminal, constitutional and international law. This holds true regarding educators who, like Vogt and Büchner, dogmatically deny the existence of God, or who, like Spencer and Comte, deny the possibility, even if a personal God exists, of his revealing Himself to man. The ideas of God, the soul and the sanctions of moral law, are too deeply rooted in all forms of human thought to be ignored. The instant we pass from the elements of knowledge, mechanically accepted on authority, to the causes, reasons and underlying laws of things — from the apprehension of mere isolated facts to the grand domain of science, we must accept God, the soul, and the moral constitution and government of man and the universe; or deny them.

These modes of revelation — as we have designated the phenomena of the material and moral universe — are so co-ordinated in the relation of means and ends, causes and effects, phenomena and laws, that they are each parts of one great system. No one of them can be adequately understood without an estimate of its bearing on the whole. By consequence, each and all of them are factors in all sound scientific method,

and, positively or negatively considered, enter, as necessary and constituent elements, into all high education.

While I hold that the elements of knowledge, such as are taught in the common school, may be taught and learned without serious and scientific discussion of these points of controversy, this is not true of the subject-matter of high education. These questions to-day occupy a larger space in all treatises on general science than ever before. To illustrate what I say you have only to take up any modern treatise on method, or any treatise on fundamental questions in general scientific inquiry. These subjects come to the surface in any thorough discussion of the nature of the certainty which results from the inductive process — in the discussion of the origin and character of those uniformities to which we give the name of “law” in physics or natural history — in fixing our conceptions of the origin of force — in settling the nature of those necessary truths that lie at the basis of the science of quantity — in determining the ground of the sacredness of contracts, as involved in the necessity and universality of moral distinctions. These topics are discussed in magazines, newspapers, and works of fiction even, with such boldness and freedom that the teacher who fails to attack them must either be inexcusably superficial or neglectful of his professional obligations.

THE QUESTION OF TO-DAY.

The question before our profession to-day is this: Shall the young men of the future be trained in scientific methods, so called, which assume a godless universe and deny the reality of all distinction between mind and matter; or in a method which finds an infinite mind as the bottom thought of all science and moral law, incarnated in all history, in all jurisprudence, and in every form of social order?

The obligation to furnish on these subjects instruction which shall be sound and healthy, rests upon our higher institutions of learning; and the duty cannot be discharged with the highest efficiency and freedom where the institution is entangled by obligations to respect the opinions or prejudices of the great body of voters, as must necessarily be the case when an institution depends on taxation for its support, or has been endowed by State patronage. This is no question of mere sectarian propagandism. It involves the inculcation of belief in an objective moral order which must affect the whole moral cement of society, the spirit and character of our political philosophy, the ethics of commerce, the foundations of law. I make no charges against State institutions, and the able and right-minded men who so generally control them; but, if I do not greatly mistake, they will find more and more difficulties in the discharge of those obligations which are imposed upon them by a due regard for their convictions of the being of God and the substantial

existence of the human soul. Those considerations which lead to the exclusion of religious instruction from the common school apply with much greater force to institutions for high education supported and controlled by the State. Those principles of our government which deny to the State the right or the duty to teach or to control religion have a broader application than is generally admitted. The voluntary system for the support of religion not only excludes the State from the maintenance of forms of belief or worship, but also from the maintenance and administration of those higher forms of scientific education which are necessarily conversant with the very foundations of all morality and all religion.

STATE PATRONAGE.

It is obvious that, if the State undertakes the work of high education at all, its patronage should be distributed among existing institutions on principles which shall approach, at least, proportion and fairness, taking into view the excellence of their work and the constituency which they represent. But since the State has withdrawn its support from colleges considered as a part of the State church system, government patronage has been distributed with little or no regard to any system or law. Land grants have been made to the new States at the expense of the older. While the older States have borne the burdens of war or purchase attendant upon the acquisition of the public lands, the general government has granted to these States comparatively small amounts of the land thus acquired. Where special appropriations have been made by the several States, they have been distributed with little or no regard to the service that institutions have rendered to the cause of education, or to any principle of fairness or proportion whatever. The State, or municipalities under the sanction of the State, have given large sums to a very few colleges in the State of New York, while others, with equal claims in every particular, have been entirely neglected. Some have received public property by millions, others little or nothing. There has been a gradual approach, of late, to the policy of withdrawing State patronage from higher institutions of learning altogether. This tendency has been due to a vague recognition of the principle that high education should, like religion, be left to the control of the voluntary principle. If this principle shall be thoroughly adopted by the general government, it will preclude any future appropriations of public lands for the benefit of institutions of higher learning in the new States and Territories. It will set aside the project, so warmly entertained by many, of establishing, at the public expense, a great national university in the city of Washington. In fact, the discussions that have arisen out of this proposal have drawn special attention to the whole policy of establishing and maintaining State universities. The result of such

discussions can hardly be doubtful in its bearing upon the establishment of any new State institutions.

A distinction should here be made between institutions for educational purposes and appropriations made by government for the advancement of science, and for purposes of general public utility—such as the coast survey, the geological exploration of States, and scientific experiments and investigations which meet a public and universal necessity, but are so expensive as to be beyond the capacity of private individuals or institutions.

DANGERS OF STATE INSTITUTIONS.

A popular argument in favor of the control of high education by the State is drawn from the great number of colleges established on the voluntary principle, and the alleged imperfection of the instruction which they impart. Regarding this objection, we have to remark that there is something besides State endowment necessary to the success of an institution of learning. We are not aware that the institutions established in the newer States, and endowed by those States or the general government, have been especially conspicuous for their services to high education, either with reference to the numbers that they have educated or the breadth and solidity of the instruction imparted. The University of Michigan is generally cited as an example of the success of State institutions, in contrast with those founded on the voluntary principle. But this institution is an exception to the general rule, and stands out conspicuously among many comparative failures. Every one familiar with its history knows that its early growth was slow, and its very existence has been brought into jeopardy by quarrels over its administration by parties, sects and the advocates of different systems of opinion.

One of its most successful presidents informed the writer, a few years since, that he was under the necessity of spending a large portion of each winter in attendance on the Legislature, for the purpose of preventing legislation interfering with its internal working, or in some way inimical to its interests. Much of its large patronage is due to the fact that it gives professional education to lawyers, doctors, miners and engineers gratuitously at the public expense. This course cannot be defended upon any sound principles of political philosophy. The danger apprehended from State interference with institutions mainly endowed by public funds is illustrated in the different attempts that have been made, by constitutional enactments, to exclude the State of New York from control of the large public property given to Cornell University. The immense grant made to Columbia College by the authority of the State took the form of a gift, and neither the State nor the city of New

York has ever been represented, as such, in its board of trustees. Hence its internal administration has not been interfered with by the public authorities. But as a general rule throughout our country, the literary managers of State institutions have been in a state of chronic trepidation lest their best efforts should be rendered nugatory by the caprices of unintelligent legislation. We see no reason to suppose that the Congress of the United States would be any more successful in the administration of a great university than they have been in the government of the District of Columbia, the management of Indian agencies, or the freedmen's bureau.

Looking over the numerous State institutions in our country, we believe that, taking them as a whole, they show no better educational results than those colleges that have owed their origin to the voluntary principle. It is obviously impossible, under a government in which religious and political parties make themselves felt in every department, to secure instruction as broad, as free, as untrammelled in such institutions as in those under the control of the voluntary principle. Before the rebellion, moral philosophy could not have been taught in an institution controlled by the general government; nor could a political philosophy founded upon the principles of the Declaration of Independence, have been taught; nor could the doctrines of constitutional law, represented by the decisions of John Marshall and Joseph Story, have been set forth and applied in their integrity. The doctrines of political economy have, for half a century, entered as factors into every presidential election, and no scientific economist would have been free to utter his own convictions, and to impress them upon his students, if he had taught under governmental patronage. Even now, the means of reaching a sound currency, and the propriety of a protective tariff, enter so intimately into party politics that an institution supported by the national government would hardly find itself free in announcing the clearest results of scientific inquiry respecting those subjects. The restrictions that were necessarily imposed upon the discussion of moral, political and economical philosophy at West Point and Annapolis, showed their results to every thoughtful observer at the beginning of the late war. Nothing is clearer than the fact that government control over institutions of higher education in Europe has been constantly made use of to secure or maintain the ascendancy of political and religious parties. Many of the results which we deprecate in an established church have shown themselves in State control of high education.

SECTARIAN COLLEGES.

I am aware of the persistent ridicule — not to say misrepresentation — which has been expended upon what the opponents of the voluntary

system have been pleased to call "sectarian colleges." They forget that there may be a sectarianism of skepticism and irreligion as positive and as bitter as any that exists within the limits of religious denominations. As a general rule, it is not true that the colleges of our country have been used as instruments for propagating the tenets of religious sects among their students. Such a charge, indiscriminately made against those who control the American colleges that have derived their main endowment from religious denominations, may be justly designated as slanderous. No man acquainted with the broad-minded, liberal and learned men who have the control of these so-called "sectarian" institutions can, either intelligently or honestly, charge them with using their positions for sectarian purposes in any legitimate sense of the term.* No thoughtful man can ignore the work which such "sectarian colleges" as Harvard, Yale, Princeton, Dartmouth, Columbia and Brown have done for the country. These have all been predominantly controlled by some denomination of Christians, and they represent to-day the highest type of our intellectual growth. They have saved us from educational barbarism. They have adopted into their curriculum every new science which has established any just claim to recognition. They have been nurseries of public morality and of an exalted patriotism. They have given tone and elevation to our literature. They have furnished an education distinctively American — a better preparation for American public life, whether political, professional or mercantile, than can be furnished by any institutions in the old world, however broad and comprehensive their courses of instruction may be. They furnish the ideal to-day which the newer institutions of the country, established under State patronage, are painfully and laboriously striving to realize.

MORE CENTRALIZATION.

But we are told that our institutions of higher learning ought to be centralized. We answer: A country like ours, in which local self-government so predominates, never can, and never should, be brought under the control of a single type of culture. Our country's intellectual life ought not to be shaped from any State or intellectual center. Such a

* With reference to the point now under discussion, Superintendent Ruffner, of Virginia, says:

I am persuaded, after careful examination, that the usefulness and popularity of a college are not necessarily diminished because it is controlled by a particular denominational influence. If properly managed, this simply secures an earnest and *peaceful* religious influence over young men under circumstances in which it is specially important that they should have it. Whilst, on the one hand, the home teaching and influence in religious matters may be sufficient for children whilst going to school at or near home, and whilst on the other, the mature young man who goes to the university may be trusted to keep himself under wholesome influences, the immature youth who goes from home before his habits have become firmly established, needs to be placed under guaranteed influence of the most healthful sort; and there is nothing better than the homogeneous habits and spirit of a denominational college.

state of things would inevitably destroy the freedom, the variety, the manifoldness, which is one of the best characteristics of American society as contrasted with that of France and England. The gymnasia and universities which are planted in every little State, and almost every considerable city of Germany, have done more than any thing else to impart vigor and tone to the German intellect, and give it a cosmopolitan breadth and many-sidedness. We should bear in mind that even the English university — the accepted type of centralization — is but a congeries of separate colleges, each having its own endowment, its own type of culture, and even its local associations with different parts of the United Kingdom.

But we are told that there are too many colleges, and that this result is due to the voluntary system. In a free country, how can this be helped? There are just now too many banks, too many railroads, too many ships, too much iron; but the law of supply and demand is the only possible corrective for the evil. If a college attracts to itself patronage and endowment, it has a right to live; if it does not, it will die. The law of natural selection applies to colleges as well as to the animal and vegetable world. A college that does good work creates its own patronage by its elevating influence over the community around it. Time alone can determine whether a college has a right to live. All permanent institutions are of slow growth. The healthiest institutions of our country have sprung from the smallest beginnings. Tried by the standard which men seek now to apply to the newer colleges of our country, Harvard and Yale would have been abated as educational nuisances when they were a century old. When Williams and Amherst were established, the friends of Harvard thought there were too many colleges, and threw every available obstacle in the way of the new institutions.

THE AMERICAN COLLEGE.

It should always be borne in mind that a discrimination should be made between institutions — like the German gymnasia and the typical American college — which contemplate giving a certain degree of culture preparatory to professional study, and institutions — like the University of Berlin — which are a mere aggregation of professional schools, presupposing an elementary liberal training on the part of all those who are admitted to their lectures. Our American college is an indigenous growth, adapted to our population and wants, which cannot be replaced by any exotic system unadapted to our intellectual soil and climate. Its best results are secured with a comparatively small number of pupils under a discipline that is personal and paternal. It may be questioned whether some of our older and larger institutions are not, by their very size, outgrowing the training functions proper to the American college;

and whether, in their efforts to compass the results and imitate the processes of the great continental universities, they are not losing sight of the most important duties which, from the nature of our educational system, necessarily devolve upon them.

We may not hope to give elevation and solidity to our education by transforming the typical and indigenous American college into a bungling imitation of the European university. Let us give life and vigor to our present system, and when public opinion will justify it, add to our college curriculum advanced courses of study for all those who have the time and means to pursue them. We shall thus preserve the college as the place for disciplining the mind and forming the character, while we shall ultimately provide additional instruction for all who have a special vocation for scholarship or science. We shall thus secure professional schools for literature and science which shall take the place, relatively to the college course, that is now held by the schools of law, theology and medicine. Let us also require a college course, or its equivalent, as a preparation for the professions, and there will grow up gradually, around all our well-endowed colleges, a collection of *real* professional schools which shall meet all the demands of the highest culture in the great departments of human thought and investigation.

No patriot or lover of learning will ever undervalue the labors and sacrifices of those pioneers in education who, in our new States or growing populations, are laying the foundations of institutions of learning which in future decades may shed around them the richest moral and intellectual blessings. The rapid increase of our people, and the new distribution of our population, which results from our constantly developing railroad system, forbid the possibility that a few centers of education, however largely endowed, shall satisfy the intellectual wants of the future.

We believe that, in the future development of the wealth and intelligence of our country, the voluntary system, which has been so satisfactory and successful in the maintenance of religion, will be abundantly able to meet all the demands of higher liberal and professional education. We would then confine State provision for education to the common school, and to institutions that may be found necessary to train teachers for the common school. We have the most implicit faith that the individual benevolence of the country will, in the future, give to those institutions of higher learning which show themselves worthy of it, an endowment beyond any thing that the present century has seen. Men of wealth will soon learn, that he only can secure a place in the memory and affections of coming generations who links his name and fortune to institutions for the moral and intellectual elevation of his fellow-men.

THE ELISIONS TO BE OBSERVED IN READING LATIN POETRY.

By ROBERT B. FAIRBAIRN, D. D., LL. D.,
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Andrews, in his *Latin Grammar* (section 308), says that "it is generally supposed that the final letters elided by synalœpha and ecthlipsis, though omitted in scanning, were pronounced in reading verse." The grammarian has stated this as a general opinion, without adducing any testimony of the ancients to sustain the opinion. The opinion to which he gives expression, is, therefore, a fair subject of investigation.

I. Quintilian does not sustain the doctrine of Andrews. He says: "The letter *m*, when it terminates a word, and is in contact with a vowel at the commencement of the following word, so that it may coalesce with it, is, though it is written, hardly expressed; as *multum ille, quantum erat*, so that it gives the sound almost of a new letter, for it is not extinguished, but merely obscured, and is, as it were, a mark of distinction between two vowels to prevent them from combining." (Lib. xi., cap. iv.) He says again: "Vowels very frequently coalesce, and some consonants are elided when a vowel follows." (Lib. xi., cap. iii.) It is to be observed, first, that Quintilian says that the Romans did elide a vowel, and that the letter *m* was almost dropped under certain circumstances, and was made to coalesce with the vowel which followed. It is to be observed, second, that he is not referring to the reading of poetry, but of prose. It is the orator of whom he is treating. It is the smooth and melodious pronunciation at which the orator should aim. It would seem that he took it for granted that in reading poetry the elisions were necessarily made. A writer on the pronunciation of English might speak in similar terms of words ending in *ed*, and say that we were in the habit of eliding the *e* in *condemned* and *baptized*; but it would not authorize the inference that we made no elisions in poetry. Quintilian, therefore, it appears to me, fails to sustain the doctrine of Andrew's *Latin Grammar*. I wish to maintain, in opposition to the grammarian, that the Romans, when they read their poetry, observed the elisions.

II. My first argument is that the analogy of the literary languages of the world leads us to suppose that the Romans made the elisions. I take the Greek first. I open the *Odyssey* at random. I take the first line my eye falls on:

Ἐνδ' αὖτ' ἄλλ' ἐνόησε θεὰ γλαυκῶπις Ἀθήνη."

A letter is elided from each of the first three words. We lose three syllables by the process. Instead of having *εἴθ' αὐτὲ ἀλλ'*, we have *εἴθ' αὐτ' ἀλλ'*. It is not left to our choice in Greek. It is done for us. No one would be so presumptuous as to supply the omitted letters and the omitted syllables, and thus destroy the rhythm.

I open a French poem, that of Corneille, and I find the same :

“Ah ! si je t'avois cru je n'aurois pas de maitre ;
Je serois dans le trone ou le ciel m' a fait naitre.”

Here again we lose two letters and two syllables from the first line, and one from the second.

I open almost at random a German poem :

“ O denke mein,
Bis zum ferein ;
Aus besserm sterne,
In jeder ferne;
Denk' ich nur dein.”

Here again we lose a letter and a syllable.

I open Scott's *Lady of the Lake*, and elisions are at once visible. I select the following :

“ Who backward shrunk to 'scape the view,
Who o'er the herd would wish to reign.”

Or again :

“ Hear'st thou, he said, the loud acclaim,
Till at advantage ta'en, his brand,
Forc'd Roderick's weapon from his hand.”

I take the following from a recent translation of *Dies Irae* :

“ Rest my soul (no pray'r availing),
While 'fore lasting flames 'tis paling.”

I take another from Pope's translation of the *Odyssey* :

“ First marched the heavy mules securely slow,
O'er hills, o'er dales, o'er crags, o'er rocks they go.”

Here in one line we lose four letters, and of course as many syllables. We cannot open to any page of Greek, French, German or English poetry without encountering numerous elisions. The same is true of Italian and Spanish verse. It is a simple fact that on every page of poetry in these languages, elisions are made. We never think of restoring the letters in reading. It would be denounced at once as barbarous.

III. My second argument is that rhythmical composition requires it. If the elisions were not regarded the rhythm would be destroyed, and the very purpose of rhythmical composition would be lost. Writers on poetic composition generally agree that the peculiarity of this composition consists in language; it does not consist in imagery only. The same imagery may be introduced into prose composition, and it fails to

produce the effect which is sought to be produced by rhythmical composition. It is the rhythm which constitutes the peculiarity of the composition.

The Greek, French and English which I have quoted are hexameter and heroic verse. The hexameter, as you all know, consists of six feet. The greatest number of syllables of which it can consist is seventeen; and the least thirteen. There may be five dactyls and one spondee, or there may be five spondees and one dactyl. The English heroic consists of ten syllables, and the usual addition of what we call rhyme. Any ten syllables, with complete ending in the same letters, would not be accepted as heroic verse. There must be the succession of long and short syllables. There must also be a cæsure near the middle of the line; and the line must close with a rising inflection of the voice. Take the following, from Pope:

Know thou thyself, presume not God to scan,
The proper study of mankind is man,
Placed on this isthmus of a middle state
A being darkly wise and rudely great, etc.

Or take the following, from Gray's Elegy:

The boast of heraldry, the pomp of pow'r,
And all that beauty, all that wealth e'er gave,
Await alike th' inevitable hour,
The paths of glory lead but to the grave.

It will be observed that the art of the poet consists in the proper and peculiar arrangement of long and short syllables, and the proper placing of the pauses.

Know thou thyself, presume not God to scan.

Here there are two distinct propositions; we can hardly avoid the pause and the inflection. If we take the next line we find that the cæsure is too near the end and hence a defect.

The proper study of mankind is man.

But the next is perfectly formed:

Placed on this isthmus of a middle state;

Here is no pause in the sense, but there must be a pause in the voice. It is this which measures it and makes it verse. Now it is just in this arrangement of the words that the skill of the poet is shown; and it is to carry out this purpose that he resorts to elisions. Thus take the two lines of Gray's Elegy:

The boast of heraldry, the pomp of pow'r,
And all that beauty, all that wealth e'er gave.

Read these without the elisions and the rhythm is gone; the poetry has vanished; it appears as plain prose. Gray, in order to have the right

number of syllables, and the right quantity, turns power into pow'r, and ever into e'er. This is what the Greek, the French, the German, and the English are aiming at by means of elisions. They leave out a syllable; they cut off a letter in order to get the right number of syllables in their line, and the correct rhythm.

We find the same means made use of in Latin verse, in order to produce the same results. The words are selected with the utmost skill to accomplish this. Just as in the English two vowels are sometimes united in one for the sake of quantity, and a syllable is cut off in order that the line may be brought into the right number of feet. This is most manifest in lines in which the sound and meaning correspond. This is all accomplished by the succession of long and short syllables, and the skillful conjunction of vowels and consonants. Take this line, *Georgic 4: 174*,

Illi inter sese magna vi brachia tollunt.

Read it without the elision and nearly all the force and beauty of the line are destroyed.

Take the following from *Æneid 3: 658*,

Monstrum horrendum, informe, ingens, cui lumen a demptum.

So again, *Æneid, 3: 193*,

— Coelum undique et undique pontus.

Read these without the elisions and we have no verse; the rhythm is gone; it is only plain prose. If these lines are to be read without the elisions, the poet has put himself to a very great deal of unnecessary trouble. He has selected and put together, with very great skill, words which mean nothing and were intended for nothing as far as the rhythm is regarded.

*— Credat Judaeus Apella,
Non ego. — HORACE.*

The writers of some of the great Christian hymns of the middle ages have shown their appreciation of elision by providing against it, just as we do in many cases in English poetry. They introduced rhyme. When we sing,

O sweet and blessèd country,

We do not mean to say that we have given up the practice of elision, but in refusing to do so in this line and putting an accent over the *e*, we acknowledge the doctrine. Such was the practice of some of the Christian poets of the Latin church. Thus the *Dies Irae* opens:

*Dies irae, dies illa
Solvat saeculum in favilla
Teste David cum Sybilla.*

The poet did not write the line to be read with the elision. Read it without the *um* and we destroy the measure and harmony of the line just as effectually as we should were we to read,

O sweet and blest country,
just as effectually as we should were we to read,
Illi inter sese magna vi brachia tollunt
without eliding the *i* in illi.

We read them in both cases so as to maintain the measure, the quantity, the rhythm, the verse. The old Latin monks, therefore, just as clearly teach the necessity of elision as Virgil did when he wrote "*Monstrum horrendum*," etc.

IV. I shall now introduce the testimony of two great English writers of the last century. The first is Lord Kames. He says in his *Elements of Criticism*: "What can be more different as to melody than the two following lines; which, however, as to the succession of long and short syllables, are constructed in precisely the same manner.

Ad talos stola dimissa et circumdata palla.
Placatumque nitet diffuso lumine coelum.

In the former the pause falls in the middle of a word which is a great blemish, and the accent is disturbed by a harsh elision of the vowel *a* upon the particle *et*."

The second is from the great Dr. Samuel Johnson. He is on his dying bed, but he maintains the elisions among his last words. Boswell says: "On another day after this, when talking on the subject of prayer, Dr. Brocklesby repeated from Juvenal,

Orandum est, ut sit mens sana in corpore sano,
and so on to the end of the tenth satire; but in running it quickly over, he happened, in the line,

Qui spatium vitae extremum inter numera ponat,
to pronounce *supremum* for *extremum*, at which Johnson's critical ear at once took offense, and discoursing vehemently on the unmetrical effect of such a lapse, he showed himself as full as ever of the spirit of the grammarian."

It will be observed that the substitution of *supremum* for *extremum* — this word beginning with a consonant — prevents the elision of *ae* in *vitae*, which gives one syllable too much and produces the "unmetrical effect" at which Johnson took fire.

I think I can venture to say that had Boswell read to him from Andrew's Grammar that the final letters "omitted in scanning were pronounced in reading," Johnson would immediately have given up the ghost and expired in disgust.

HISTORIES OF LITERARY INSTITUTIONS.

A number of histories of literary institutions hereto appended were presented to the Convocation in response to a paragraph contained in a circular issued by the chairman of the executive committee, under date of November 20, 1875, of which paragraph the following is a copy:

“As the year 1876 marks our national centennial, it is especially fitting and desirable that concise, but comprehensive, histories be presented by the various literary institutions of the State at the next Convocation; histories which may embody the results of experience in founding and managing institutions of learning; in the various modes of teaching, both scientific and literary; in the multiplication of courses of study; in the development of scientific departments of instruction; the comparative merit and patronage of the scientific and classical courses; the introduction and place of physical culture; the expediency of offering prizes; the policy of marking and of compulsory attendance at chapel; the problem of female education; all matters of local interest which may be specially acceptable at our State Convocation, but which would be appropriate and interesting for the centennial year.”

R. B. WELCH,
Chairman.

RUTGERS FEMALE COLLEGE.

By Professor DANIEL S. MARTIN, A. M.

The history of this institution is, in a very important sense, the history of higher education for women in the city of New York. As such, it has a degree of interest quite beyond the personal and local attachments that gather around every educational center, or the simple value of its record as one of the institutions of the State. For over one-third of a century it has been, and still is, the only incorporated institution for young women, realizing, or even approaching, the aim of collegiate instruction, to be found in the great metropolis, or, with a single exception, in the south-eastern third of the State. During the past decade, while several female colleges have been planted by wise and liberal hands elsewhere in New York, yet this whole great section of the State — the oldest, and by far the most populous — south of Poughkeepsie and east of the "Central Lakes," must look to Rutgers as the only institution where young ladies can pursue a college course or receive a college degree. Nor is this all; its influence reaches out beyond the boundaries of New York, and draws in pupils from New Jersey on the one side and from southern New England on the other. If its financial resources were only commensurate with the importance of its position, no institution could ask or hold a more weighty educational influence.

COL. HENRY RUTGERS.

It may be interesting, in the first place, to make some reference to the character and history of the man after whom the institution was originally named, Col. Henry Rutgers: although he himself had died before the foundation of the old institute, yet there is no question, from his whole spirit and character, that he would have felt a deep and hearty interest in such an enterprise.

Briefly stated, the facts of Col. Rutgers' life are as follows: He was of Dutch extraction, his grandfather having come over from Holland, and occupied the farm on the east side of Manhattan island, since known as the "Rutgers estate." On this farm Henry Rutgers was born in 1745. He received the degree of A. B., at the age of twenty-one, from King's (now Columbia) College; and a few years later, entering the army, served through the war of the revolution. He was present at the battle

of White Plains, but other details of his military career are not readily attainable, save the fact that he bore the rank of colonel.

His personal traits were remarkably attractive. He was a man of great purity, piety, trust in God, prayerfulness, and liberality. He served the Reformed Dutch Church as an elder for many years, laying down that office only at his death.

Among many interesting incidents that are recorded of Col. Rutgers, the following may well be mentioned: It was his wont, on every New Year's Day, to gather to his house all the children of the neighborhood to receive some gift, together with a book or tract, and he would then address them, with great affection and great judgment, on religious themes. In so doing, he seems to have anticipated, by his own private action, the Sabbath school festivals that have since become so marked a feature of our modern church activity.

Col. Rutgers never married, but adopted as a son and heir the late William B. Crosby, of New York. He died in 1830, at the age of eighty-five.

It was not, therefore, until eight years after his death that the institution, named in his honor by his adopted son, was organized. But it is easy to judge, from all his character, how strong would have been his sympathy with so important an agency of Christian culture.

ORGANIZATION OF THE INSTITUTE.

The original act of incorporation passed the Legislature of the State of New York on the 11th of April, 1838. The number of trustees prescribed in the charter is fifteen, and the first board consisted of the following gentlemen: Isaac Ferris, president; J. K. Herrick, secretary; Wm. H. Falls, treasurer; Joseph Hoxie, J. K. Hardenbrook, Z. Ring, Thomas Williams, Jr., James Rowe, Jared L. Moore, Marinus Willet, Wm. H. Crosby, Irad Hawley, Samuel Akerly, Thompson Price, John H. Williams.

The board was divided into three groups, of five members each, holding office for three years. No limitations were made in respect either to religious preferences or to residence; and no official control or association in any form, whether of the State, the city, or the system of public schools, was provided or contemplated in the charter, save the general supervision exercised over all incorporated institutions of learning in the State, by the Regents of the University.

The election of trustees was to be from and by a body of stockholders; such being the form in which, before the application for a charter, the plan for organizing the proposed institution had been shaped. Further details of this preliminary organization will be mentioned hereafter.

ORGANIZATION OF THE COLLEGE.

The new charter, changing the name of the institution to Rutgers Female College, passed the Legislature April 11, 1867, precisely nineteen years from the passage of the old institute charter.

The organization of the board of trustees was not thereby altered; but their powers underwent important modifications. The board is now authorized, in the fullest form, to confer upon students at graduation the usual college degrees, and also to bestow such honorary degrees, etc., "as are granted by any university, college, or seminary in the United States," with the exception of such diplomas as entitle their recipients to practice medicine, law, or other specific professions. The literary and honorary powers of the college are, therefore, of the very amplest kind; but professional training is neither sought nor intended, as a part of its present work.

LOCATION.

The site finally selected, after careful consideration, was a series of three lots on Madison street, near Clinton, offered by Mr. Crosby, and forming part of the old estate of Col. Rutgers. The location in the seventh ward was agreed upon in the original plan of organization, the object sought being the establishment of a female seminary of high grade in what was then one of the choicest portions of the city. The particular site, thus chosen, was central to the region in view, and eminently fitted for the objects and uses of the institute.

REMOVAL UP-TOWN.

In the course, however, of less than a quarter of a century, the immense changes taking place in the character and distribution of the city population, necessitated a change also in the location of the institution. The select classes of American residents, that had so long occupied the seventh ward, were now, for the most part, driven out and replaced by a foreign population of far different social standing. In 1860, therefore, it was found needful to remove the institute; and after careful search a site was chosen in that part of the city known as Murray Hill, on Fifth avenue, between Forty-first and Forty-second streets. Here an unrivaled position was found, in the heart of the best portion of New York, and facing the Croton reservoir, with its adjacent gardens and open grounds, and consequent free access of sunshine and air.

The old edifice was then sold; the lots reverted to the Crosby estate, and the buildings on the new site, altered and enlarged for the purposes of the institution, have been occupied to the present time.

DESCRIPTION OF BUILDINGS.

The building now used by the college is that known as Nos. 487 and 489 Fifth avenue. Its front portion was originally constructed for private residences, forming the center of a block of peculiarly built Gothic houses, designed to produce, as a whole, a striking architectural effect. On the rear, the building opens directly into a large extension, covering the width of three lots, and having the form of a hemi-octagon, about fifty feet wide and forty feet deep. This addition was built for the institution in 1860, when the new site was chosen. It is of brick, five stories high, besides a basement and sub-basement. These five stories are occupied as follows: First floor, college chapel; second floor, chapel gallery and library; third floor, general hall or class room of the college; fourth floor, academic school; fifth floor, art department. The front building is also of brick, five stories in height; the ground floor is an entrance hall; on the second floor is the president's room, and the remaining stories are used for recitation rooms. Between the front building and the rear extension is an open circular space or rotunda, with a spiral stairway from basement to top.

The original building, erected for the institute on Madison street, was of brick, with a syenite front, of plain Tuscan order, and three stories in height. It was purchased, and has since been used, by the Roman Catholic denomination for the purposes of a school.

BENEFACTIONS.

The institution has never been the recipient of either public grants or private benefactions, save that, prior to becoming a college, it shared, with the other incorporated academies of the State, in the distribution of the "Literature Fund," thereby receiving a small amount annually. As the colleges do not participate in this fund, nothing has been obtained from this source since 1867.

HISTORICAL SKETCH.

The origin of the institution, the plans of its founders, and the changes brought about in the progress of years, form, of course, the history of the institution in much of its most interesting aspect.

At the time of its inception there were in the city of New York two incorporated institutions, both for young men. Columbia (formerly King's) College, dating back to colonial days, and the University, which had been in operation for some eight years. For the daughters of the metropolis there were only the public and private schools, many of them excellent, but not affording the higher degree of culture desired by those of more advanced ideas. At the beginning of 1838, a number of residents of the eastern part of the city met to consider this want, and

to devise measures for its supply. This meeting resulted in the adoption of the following agreement :

“Whereas, there is a great want of suitable places for the thorough education of Young Ladies in the Seventh Ward, and the rapid increase of the intelligent population makes this destitution more severely felt every year. The undersigned hereby combine to form an association for raising Thirty Thousand Dollars, in shares of One Hundred Dollars each, for the purpose of forming a Female Academy in the Seventh Ward, to be known as the *Rutgers Female Institute*, in which a complete course of useful education shall be given ; to be under the management of a Board of Trustees, one-third of which shall be elected each year. These subscriptions to be binding when Fifteen Thousand Dollars shall be subscribed, and payable in such sums and at such times as the Trustees shall direct.

New York, February 9th, 1838.”

After this action the Legislature was applied to for a charter, and upon the passage thereof, and the adoption of by-laws and articles of agreement, the newly-constituted board issued a circular, of which the opening sentences sufficiently present the views and purposes with which the enterprise was begun :

“The efforts to establish this institution have had their origin in the desire to secure to the large and increasing population in the eastern section of this city, more abundant advantages for the education of their daughters than have been heretofore enjoyed. There are at present in the wards which will be immediately benefited, a population as large as that of some of our most important cities. The Seventh ward embraces 21,481 ; the Tenth ward 20,926 ; and the Thirteenth ward 17,130 ; and if we add portions of the Sixth and Fourth wards, which will be contiguous, we shall have an aggregate of about 70,000.

“It is well known that many persons within this range have sent, and continue to send, their daughters to the western part of the city to find such schools as they desire, and thus subject themselves to inconveniences of no inconsiderable character. The time has undoubtedly come when this should not be necessary ; there is strength and intelligence and liberality enough in this section to endow such an institution as shall be all a parent can ask, and at the same time a fountain of sound knowledge for many years to come.

“It is a happy circumstance in beginning such an undertaking, that there are admirable models in several parts of our State, especially in Albany, Troy, and Canandaigua. From these, whatever is adapted to the circumstances of the case, will be copied ; while the plan of the Albany Female Academy will be constantly in view.”

The venerable Dr. Ferris, who was active in this movement, and was chosen the first president of the board of trustees, had resided for some years in the city of Albany, as pastor of the Middle Dutch Church. On being called to the Market Street Church of New York, he brought into important exercise, in the latter city, the knowledge that he had acquired of the workings of the Albany Female Academy. The obituary of Dr. Ferris, prepared for the Convocation of 1873 by his colleague,

Prof. B. N. Martin, of the University, recalls these facts in an interesting manner. It was the warm and hearty sympathy which Dr. Ferris had felt for the Albany institution, that led him to take so strong an interest in establishing a like seminary in New York, while his success and usefulness in the management of Rutgers, led to his selection for the leadership of the University, to which his latter years were given.*

From the quarter-centennial address of the first principal of the institute, Dr. Charles E. West, now of Brooklyn, L. I., the following summary is gathered of the early steps of its organization and growth. After describing the preliminary movements, resulting in the act of incorporation, and the adoption of the site, Dr. West says:

"The corner-stone of the edifice was laid, with appropriate exercises, on the 29th of August, 1838, on which occasion his Honor Aaron Clark, then mayor of the city, delivered an interesting address.

"The building having been completed, it was opened with suitable exercises, in the presence of a crowded assembly, on the 27th of April, 1839. The devotional exercises were conducted by the Rev. John M. Krebs, D. D., and the Rev. Dr. Haight, now of Trinity church. Remarks on the importance of female education were made by the Hon. Benjamin F. Butler, and the dedicatory address, the leading feature of the occasion, was delivered by the president of the board, the Rev. Dr. Ferris.

"Circulars containing the names of the faculty and the course of study in the various departments, had been printed and widely circulated. On Monday morning, May 6, 1839, the doors were opened for the reception of pupils.

"Valuable cabinets of minerals, shells, and medals were formed. These were obtained by donation, purchase, and exchange. A valuable donation of geological specimens was received from the Museum of Leyden, Holland. The cabinet of medals, purchased by Professor Wyatt, is one of great interest, the pecuniary value of which has greatly increased. The collection consists of the heads of the Roman emperors, of the popes, of the sovereigns of France from Pepin to Louis Philippe, and heads of the kings and queens of England, heads of the presidents of the United States, and of other distinguished individuals. These medals are cast in bronze and white metal. A library of 4,000 volumes of well-selected books, many of them works of reference, was also purchased, which largely contributed to the improvement of both teachers and pupils.

"From these statements, the growth and character of the institution may be seen. It was a splendid success. One month after the opening of the school, the number of pupils was 320, and during the second quarter it increased to 450. In the second year, so straitened was the institution for the accommodation of its pupils, that it was found necessary to erect an additional three-story building, for the laboratory, French, and drawing departments. This only furnished a temporary relief, for soon the demand was greater than the limited seats it could offer, and at one time there were seventy-five applicants for admission

* It is interesting to observe that the Packer Institute of Brooklyn, and the Buffalo Female Academy, were in turn modeled after Rutgers Institute, a few years afterward.

who could not be received, and who were compelled to wait for vacancies to occur."

From this time the institute enjoyed a long and unbroken course of usefulness and prosperity, under Dr. Charles E. West as principal for twelve years, Dr. D. C. Van Norman for six, Dr. C. H. Gardner for one, and Dr. H. M. Pierce from 1858 till after the change of its charter.

In 1860, as has before been said, it was judged that the time had come for the removal, which had been foreseen for some time as an approaching necessity.

The changes of population in the lower wards of the city, and the vast development of the "up-town" region, alike indicated this course as essential to the perpetuity and success of the institute. It was not adopted, however, without opposition from some of the older friends and trustees, and regret on the part of many more, who yet perceived it to be unavoidable. The institute had been long an object of pride and affection in the old seventh ward; around it had gathered rich memories of both the living and the dead; and its success had been marked and happy in the old location. These and various like considerations made the change a source of regret and even objection. An old landmark of the palmy days of the lower "East side" was to be removed; and the place that had known it was now to know it no more.

But such an institution must of necessity follow the movements of the community on which it depends for its support, and to which it is adapted in its methods and aims. The foreign population that, like a new "barbaric invasion," has gradually and irresistibly overspread the older portion of the city, would, ere long, surround the institute with a class having little acquaintance or sympathy with its objects, and for whose educational wants the free public schools of the city would be, in all respects, suitable and sufficient. At the same time, the class of students from whom the institute drew its support, and for whom it was designed and arranged, would be constantly removing to a greater distance, and could no longer either sustain it or profit by it.

After careful inquiry and search, the location on Murray Hill, described above, was decided upon by the board and the principal, and the needed alterations and extensions were made. At the twenty-first annual commencement, June 28, 1860, the removal to the new building was publicly announced by the then principal, Dr. H. M. Pierce, and the trustees' circular for the next academic year, with a view of the new edifice, was issued to the friends of the institute.

The removal was effected during the summer vacation; and the usual course of instruction was begun in the new building September 12, 1860.

The bright prospects under which this movement had thus far advanced were soon shadowed, however, by the cloud of civil war that darkened

and broke over the nation during the winter of 1860-61. Upon many institutions of learning, the financial and social difficulties of that time fell heavily, and Rutgers was not exempt. With no permanent funds, it depended solely upon the patronage of the intelligent public; and, at this time, the expenses attending the removal from the old building and the fitting up of the new one placed it in a peculiarly exposed position. A period of financial difficulty now set in, which lasted for some years, during which, however, the work was constantly carried on, though in the face of trials to which the institution had been a stranger before.

In 1864, there occurred an occasion of great interest in the history of the institute, viz., the celebration of its quarter-centennial. In accordance with the desire of many who had held connection in various ways with the institution, a circular was issued by the board of trustees, bearing date April 10, 1864, and announcing a reunion of all former trustees, teachers, and graduates, in the institute chapel, on the evening of the twenty-fifth commencement day, June sixteenth. This circular was sent to all those above described that could be reached, and was responded to by the personal attendance of over 350, and by letters from many more who could not be present. The occasion was naturally one of the deepest interest, in its reuniting of long-severed ties of friendship and affection.

The venerable Rev. Dr. Ferris, the first president of the institute, and who had held that position for seventeen years, until called to the chancellorship of the University of the City of New York, presided over the occasion, and made an address upon the early history of the institution.

The first principal, Dr. Charles E. West, gave an extended and valuable sketch of the organization and progress of Rutgers Institute, from the preliminary steps towards its formation, through all the stages of its subsequent development.

The head of the board of trustees, Rev. Dr. Joseph P. Thompson, responded in behalf of that body, welcoming and congratulating the founders and early friends. [The proceedings of this anniversary, printed in full, accompany this report.]

The next few years passed without any event peculiarly noteworthy, until 1867, when the most important change in the organization of the institution took place, viz., that by which it became a college for women.

At the time of its foundation, the idea that young women could need, or receive, any thing closely corresponding to what is termed among men a collegiate education, was, if not unknown, certainly unfamiliar. The "female seminary" was all that was then deemed needful, even among those who held the most liberal views; and certain it is that many such institutions have imparted to their pupils a kind and degree of culture

deserving of very high estimate, and in many points differing but little from that which young men obtain in a college course. Such was the old Rutgers Institute, and other honored and most useful seminaries for young women in this and other States. But, nevertheless, the public feeling on this subject had made a great advance, largely in consequence of the work which had thus far been accomplished.

Meanwhile, the idea of colleges for young ladies, providing a classical training, and bestowing the ordinary college degrees upon their graduates, had become somewhat familiar through the institutions of this type already in successful operation at Elmira and Leroy, in this State, and others in the West. The noble benefactions and extended plans of the late Mr. Vassar, at Poughkeepsie, had now given a great stimulus to all such views, and the friends of Rutgers began to inquire whether the time had not come for the establishment of such a college in the metropolis, and whether the institution that had led the way in higher female education for the city during so many years, were not alike fit and ready to take a new step and assume a new position. It possessed already a charter, an organization, and an honorable record of usefulness. It had long been, and still was, the only incorporated institution for young women in the metropolis. The multiplication of private schools and seminaries, with the growth of the city, seemed also to suggest a further advance, if the institution would maintain that high and distinctive position which it had held at first. On all these grounds the step seemed wise, fitting, and timely, and application was therefore made to the Legislature for a new charter, giving the former institute the powers and privileges of a full college. The passage of this charter, and its leading provisions, have already been mentioned.

It is due alike to the memory and the services of a lately deceased member of the board of trustees, Jeremiah Burns, Esq., to state that he was very largely instrumental in the successful accomplishment of this important change, he having been among the first to propose it, and having given a very great amount of time and personal attention to the several steps of its progress.

The following extract from the memorial to the Legislature, in which the board requested a change in the charter, may properly be inserted here :

“The object of this memorial to your honorable body, is that the trustees may be granted the privilege of conferring, upon those who have faithfully striven to avail themselves of such facilities as are afforded by an institution of the grade of a first-class college, the official certificate fairly due to their persevering labors and acquirements.

“As citizens of New York, jealous of her honor and well-being, your petitioners feel unwilling that the young women of the city and vicinity should be compelled to forego the opportunities which may here be

enjoyed, and to leave their homes and responsible friends for more distant and more favored places, in order to obtain such an authoritative recognition."

On the passage of the act containing the desired provisions, the president and trustees deemed it wise to signalize the starting of such a movement by calling a meeting of gentlemen interested in education, and whose views were at once enterprising and sound, to consider questions of organization and give counsel and support to the new enterprise. The following circular was therefore drawn up and sent forth quite widely:

RUTGERS FEMALE COLLEGE,
Nos. 487, 489 AND 491, FIFTH AVENUE,
NEW YORK, *April 11, 1867.* }

"The Legislature of the State of New York having recently conferred the powers and privileges of a college upon the Rutgers Female Institute — a seminary which has for twenty-eight years past held a leading position in this city — the trustees are desirous now to present their new plans of organization to friends of education from all parts of the country, in the hope of receiving their encouragement and approval. They have, therefore, decided to hold a meeting of gentlemen prominent in religious and literary circles, to mark the transition in the character of the institution, to inaugurate its new and enlarged course, and to receive suggestions for its advancement.

"The trustees feel convinced, on many grounds, that the time for such a forward step in the education of women, has now fully come. Not only does the public sentiment of the community demand it, but the whole nation is stirred by the many questions that arise as to the sphere and influence of woman. The board, therefore, feel that, at this formative period, it is of the utmost importance that the steps taken and the methods adopted, should be such as to influence in the right direction, and in the best and highest manner, the whole system of training for American women, upon whom must ever depend so many of the gravest interests even of society itself.

"Under these circumstances, our earnest desire is that, through the present reorganization and extension, this college may be made adequate both to the greatness of its prospective work, and to the wide scope of its influence in the commercial metropolis of the nation.

"With this design, we propose not only to enlarge the present curriculum, but at the same time to establish a series of new departments, in which full instruction shall be given in several branches which would be eminently useful in the higher education of women. These departments are — one of fine arts, under the supervision of able and prominent artists; one of mercantile and banking business, with the general features of our young men's commercial colleges; and one of what might be called home philosophy, in which the principles of science shall be clearly and carefully applied to a variety of elegant and important uses in the sphere of domestic life.

"The trustees would be grateful for your co-operation in this movement, and earnestly desire your presence at the meeting, which will take place in the chapel of the college, No. 489 Fifth avenue, on Thursday evening, April twenty-fifth, at half-past 7 o'clock.

"The favor of an answer is requested; and should you be unable to attend in person, the board will be gratified to receive any suggestions that may occur to you on the important subject of educating the young women of our country."

On the evening specified, the proposed gathering took place at the college. It was largely attended by the precise class of persons, chiefly literary and college men and clergymen, whom the circular was designed to interest. The first president, Chancellor Ferris, and the first principal, Dr. West, of the old institute, were again present, the former presiding, and both made addresses highly appropriate and interesting. The evening was then given to further discussions upon various aspects of higher female education, and various departments of study which should find place therein. These were principally given by the following gentlemen: Rev. Dr. Howard Crosby, of New York; Rev. President Smith, of Dartmouth College; Rev. Dr. John Todd, of Pittsfield, Mass.; President J. R. Loomis, of the University of Lewisburg, Penn.; Prof. Arnold Guyot, of Princeton, N. J.; and Deputy Superintendent of Education Mr. J. G. Hodgins, of Toronto, Canada.

[The papers and discussions of this meeting, and many extracts from valuable and interesting letters, were published in full in pamphlet form, and accompany this report.]

After this meeting, the work of organizing the course of studies for the new college was entered upon by the president, faculty, and trustees. A number of the gentlemen who had manifested particular interest in the enterprise, and whose suggestions or experience were deemed likely to be of value, were requested to serve as an advisory board, and thus was constituted the following body of counselors and friends:

Asa D. Smith, D. D., LL. D.....	President of Dartmouth College, N. H.
Rev. Jesse Page.....	Atkinson, N. H.
Rev. Edward N. Kirk, D. D.*	Boston, Mass.
Rev. H. C. Potter, D. D.....	Boston, Mass., now of New York city.
Rev. Leonard Bacon, D. D.....	New Haven, Conn.
Prof. Daniel C. Gilman.....	Yale College, Conn., now of Baltimore.
Rev. Richard B. Thurston, Stamford, Conn., now of New Haven, Conn.	
L. P. Hickok, D. D., LL. D., President of Union College, N. Y., now of	Amherst, Mass.
Rev. Joel Parker, D. D.*.....	Newark, N. J.
Rev. Albert Barnes, D. D.*.....	Philadelphia, Penn.
J. R. Loomis, D. D., LL. D., President of the University at Lewisburg,	Penn.
Rev. Alfred Owen	Detroit, Mich.
Hon. Hugh L. Bond.....	Baltimore, Maryland.
George W. Samson, D. D., President of Columbian College, Washing-	ton, D. C., now of New York city.
Francis Lieber, LL. D.*	New York city.
Prof. Charles A. Joy, Ph. D.....	Columbia College, New York city.

* Deceased.

Prof. Benj. N. Martin, S. T. D.,	New York University, New York city.
Prof. John J. Owen, D. D., LL. D.*	College of the City of New York.
Prof. Roswell D. Hitchcock, D. D.	Union Theological Seminary.
William M. Evarts, Esq., LL. D.	New York city.
Rev. John Thomson, D. D.	New York city, now of Scotland.
Rev. Stephen H. Tyng, D. D.*	New York city.
Rev. Howard Crosby, D. D.	New York city.
Rev. Alexander R. Thompson, D. D.,	New York city, now of Brooklyn.
Rev. Joseph T. Duryea, D. D.	New York city, now of Brooklyn.
Rev. Joseph Holdich, D. D.	New York city.
William H. Raynor, Esq.	New York city.
Hon. E. B. Hart.	New York city.
George E. Baldwin, Esq.*	New York city.
Francis M. Bixby, Esq.	New York city.
Charles E. West, M. D., LL. D.	Brooklyn, L. I.
Rev. Wm. Ives Budington, D. D.	Brooklyn, L. I.
Rev. Theodore L. Cuyler, D. D.	Brooklyn, L. I.

The careful and extended labor that was given to the work of organizing the course of study, etc., embodied itself in the catalogue and curriculum published in the summer of 1867. It was not supposed that that programme could be carried out in full for some time, owing to the lack of previous preparation on the part of students, and various other hindrances. But it was proposed to begin at once upon such parts of the new course as should be found practicable, and to advance step by step towards its more complete realization. With this view the college began, and has continued in the face of many and various obstacles, to the present time. The course has been somewhat modified on several occasions, according to the dictates of experience; but its leading features have been retained in most respects. [The present programme of studies, and that of 1867, accompany this report.]

No college degrees were granted by the institution until the commencement of 1870.

The precise work done, the changes in the board and faculty, the financial experiences, etc., during the ten years through which the college has now pursued its way, have been set forth from year to year in the regular reports made to and published by the Board of Regents. It is neither necessary nor practicable, within the limits of such a sketch as this, to review in detail the events of this period. It is enough, perhaps, to say that the institution has had to contend with great difficulties that were not expected at the start. Financial burdens have pressed heavily upon it, and have of necessity retarded and limited its work. The lack of preparatory schools, too, such as fit young men for definite and well-known college standards of admission, has been found a serious difficulty, and has prevented satisfactory classification of students in many cases. But, in the face of these and other obstacles, the college has kept on its

* Deceased.

way, and has been enabled, with the blessing of Providence, to accomplish, it is believed, a highly important work, which may yet reveal itself as of greater moment than it may have seemed to have at the time.

The several occupants of the presidency of the college during the period, have been since the resignation of Dr. Pierce, George W. Samson, D.D., 1871 to 1873; Charles F. Deems, D.D., 1874 to 1875; Thomas D. Anderson, D.D., 1875 to the present time. During the college year 1873-4, the institution was without a president, its affairs being directed by the executive committee of the board of trustees. Prior to the opening of the following session, the Rev. Dr. Deems had accepted the office, but to the great regret of all concerned with the college, his health proved unequal to the task which he had auspiciously begun, in connection with the pastorate of his important church, and he was under the necessity of resigning before the close of the year. From that time until the session of 1874-5 closed, ex-president Samson, whose administration of the college had been most highly appreciated, again acted as the head of the faculty.

In conclusion, it is fit, perhaps, that this record should contain a word of reference to the future. With such a past, hallowed by the labors and the memories of good men gone, and with 500 graduates to rise up and call her blessed, Rutgers Female College hopes that there is before her a yet wider field of usefulness and promise. In time, it is firmly believed, means will be provided to remove her burdens and enlarge her capacity, and that the great metropolis will yet have reason for pride and congratulation in a Christian college for its daughters, that shall stand unsurpassed among the institutions of the land.

A SKETCH OF THE HISTORY OF THE TROY FEMALE SEMINARY.

By its late Principal, Mrs. JOHN H. WILLARD.

Of the trophies laid on America's centennial altar none will have more value than those which relate to her institutions of learning. Harvard, Yale, Union and Columbia are her pride and glory. They and kindred colleges have made the men who have made the country. Where people govern themselves, where they are sovereigns, they must be educated. It is education that saves a republic; and it is quite as much due to American women as to American men that this republic has lived to see the hundredth anniversary of its birth. Side by side with the universities for young men has been an educational institution for young women which has exercised a powerful influence in qualifying the wives and mothers of the country for their duties and responsibilities. The Troy Female Seminary established a grade of study for women superior to any before it in the history of the sex. It is the outgrowth of an institution founded by Mrs. Emma Willard in Middlebury, Vermont, among the Green mountains, near Middlebury College, in the year 1814. Without endowment, without aid, as a private enterprise, it became national in its patronage and as a social agency. It was developed into the ideal institution which had been the growth of years of study. Mrs. Willard founded her seminary in the hope of making it a permanent model institution. It was the vigorous germ which gradually unfolded into the Troy Female Seminary. Mrs. Willard's own character was the unconscious influence, the quickening energy which created the institution. From the plan which she originated came its vigor and success, while still in her own hands, and its growth and development under the charge of Mr. and Mrs. John H. Willard. Her purpose was the elevation, the perfection of womanhood by the harmonious combination of intellectual education with æsthetic culture, recognizing in her system the complex nature of body, mind and spirit, and the peculiar exercises required for the development of each.

Mrs. Willard's preparation for this great work will appear in the following extract from a memorial of her presented to this Convocation in 1870: "For two successive winters she attended the school of Dr. Miner, of whom she wrote, late in life: 'Dr. Thomas Miner, physician, president of the State Medical Society, and one of the most learned

men of the country, awakened my powers, stimulated my mind, developed unexpected energies, and I believe that no better instruction was given to girls, in any school at that time in our country, than by Dr. Miner as principal of the Berlin academy.'” She studied with him Webster’s grammars, Morse’s geography, and composition.

Mrs. Willard was a noble type and representative of her age and country. She came from the best Puritan blood, was cradled in New England’s early heroic days, molded there in the manner of the pioneers of the highest American civilization; nourished, amid its hills, to those stern virtues which gave dignity and grandeur to her character. In one of its quiet village homes, under the shadow of the church and the school-house, she received her first grave lessons of spiritual and intellectual truth; at its fireside learned trust and obedience, endurance and energy; becoming thus possessed of the extraordinary moral power which was the most important element of her success in her great life-work.

In her youth New England had already rebelled against the rigor of those laws which prescribed to every man his mode of action, and was discussing the principles of right and wrong as applied to life and manners. Every man, woman and child, was eloquent, at times, in the expression of solemn spiritual convictions. The new republic had just been purchased by the bold struggles of the revolutionary war; the fresh memories of all that it had cost in suffering, in deeds of daring, and in martyr’s blood, and the inestimable value of the constitutional liberty it secured, thrilled the hearts, and quickened the utterances of those zealous patriots. Such influences in childhood, cultivated Mrs. Willard’s superior natural gifts, developed the independence of thought and action, the intense patriotism, and rare conversational powers which, later on, so eminently characterized her.

Her father, Samuel Hart, was descended from Thomas Hooker, one of the founders of Connecticut. Her mother was Lydia Hinsdale, of a family of talents and moral worth. Her father was a man of marked abilities, good early education, intellectual tastes, and high moral excellence. He was prominent in church and State, until the prevailing spirit of intolerance caused him to withdraw from office in defense of truth and justice. While Mr. Hart read to his family and discussed with them the metaphysics of Locke and Berkeley, the poetry of Milton, Young, and Thompson, choice fiction, history, and travels, he was the best educator of the mind of his daughter.

The union of his manly strength and independence, with the practical energy of her gentle, loving mother, in all the interests and pleasures of home, early led her to those ideas of the place and power of the sexes in the social economy which Mrs. Willard maintained in all her

future influence. She believed that "each in distinct spheres is useful and honorable."

Thus trained it was natural that Mrs. Willard should become one of the profoundest thinkers of the times, and that the philosophy of the mind should be a favorite study.

Mrs. Willard first received pupils in her private residence in Middlebury, and commenced a family school, with advantages for the cultivation of the social and domestic virtues. She set up an altar to God, committed her institution to the guidance of the Holy Spirit, gave impetus to the moral forces, and made the Bible a text-book, tasking her highest powers in the study of it, and never allowing the teaching of it to pass to a subordinate instructor. She arranged the hours of study of exercise, meals and sleep, according to the laws of health. The school was founded on principles sound and broad, and always administered by one mind, so that it advanced in an uninterrupted course. The range of studies was similar to that of the colleges, with less of the classics, and including music and drawing.

In selecting and arranging the studies the laws of the mind were observed. Those subjects were placed first in the course which were addressed to the senses and the perceptive faculties; the more abstract were reserved to the last. She regarded the cultivation of the senses as of special importance to women. The hand also received much attention. It is an instrument which they must use with skill in the peculiarly practical duties of their sphere. The hand was, therefore, educated with great care. The mind was rested by passing from one study to another, which exercised different faculties. Not more than three studies at a time were allowed, and they of a different character. For instance, mathematics, history, and one of the languages. Besides these severer subjects, some lighter exercises, as drawing, music or penmanship, were interspersed. The pupils were classed according to their proficiency. Every faculty of the mind had subjects addressed to it, especially adapted to strengthen and develop it.

The result sought was a well-balanced mind. The weaker faculties received the most attention. If one evinced unusual talents for mathematics, for instance, she was little drilled in that branch and more in the belles-lettres, in which she would probably be found deficient. The pupils were required to be perfectly thorough and exact in their knowledge. Examinations were held at the close of each term on every subject, in the presence of gentlemen of education. These examinations were sufficient stimulus to effort. Success on those occasions was the reward of faithfulness; there was no need of prize or other reward.

As a teacher, Mrs. Willard aroused the minds of her pupils, excited the attention and engrossed it until the subject was understood, and an

enthusiastic desire to pursue it made a moving impulse to study it. The love of knowledge for its own sake, for the interest in the subject which had been awakened by the teacher, was considered a higher motive for study than a prize. She possessed great magnetic power over their minds, inspired an enthusiastic love for any thing she taught them. She made the subject so interesting that there was nothing so pleasant as to study it. It was the love of study for the love of knowledge. She held that there were three stages in learning any subject, which were, to understand, to remember, and to communicate or to reproduce it.

The pupils with whom the school opened were high minded, enthusiastic young ladies of unusual talents, who were in entire sympathy with Mrs. Willard in her plan for the elevation of woman by superior education. They were the daughters of scholarly men and cultivated women of high social position, such as Judge and Mrs. Aldis, Governor and Mrs. Van Ness, Governor and Mrs. Skinner, and the brilliant sisters of Bishop Henshaw. They were determined to master the high intellectual subjects which it was their privilege to study, while they became as elegant in person and as agreeable in manners as the dolls of fashion who had no mental attractions; and in this they were encouraged by their parents.

Mrs. Willard's tastes and brilliant conversational powers gave a literary bias to the entertainments of their social circle. Not unfrequently a poem, a colloquy or a play acted or read would enliven the evening sewing circle. Life lessons were discussed, true principles of action inculcated. The poets of the then new school, Wordsworth, Coleridge and Southey, attracted much attention from these young ladies. Some made Coleridge's metaphysical works the study of their leisure hours. The studious discipline of such a school life prepared them for future distinction. Miss Aldis, subsequently Mrs. Judge Kellogg, as a student of Coleridge, became fitted for the companionship of her friend, Dr. James Marsh, and other Burlington scholars who were devoted to Coleridge; and no more profound views than those of her metaphysical mind were brought out by that scholarly circle. Later on, Miss Aldis was Mrs. Willard's able associate in writing a history of the Republic of America, for which she was qualified as a patriot as well as a scholar. From her father, Judge Aldis, she had imbibed the spirit of those early days in the new border State of Vermont. Her greater celebrity, however, was as a reasoner and a talker. Few, either women or men, were her equals in these respects. The political influence which she exercised through the gentlemen of the family was sufficient to satisfy the most ambitious of the strong minded women, yet her refined sensibilities would have made her shrink from any office which the ballot-box could have given her.

The seminary was a success. It gave satisfaction. It proved that women were capable of higher education and improved by it. The number of pupils increased to seventy. Parents were heartily in sympathy with Mrs. Willard in her mode of educating their daughters. She had made her seminary a model, but it could not be permanent without an endowment, and public sentiment was not sufficiently enlightened to grant a share of the public funds to the education of women. The seminary had outgrown the size of the building, a change became necessary. Its patrons of Waterford, N. Y., urged its removal to their place, believing that this richer State would grant an appropriation, in which the Governor, DeWitt Clinton, concurred. The seminary was removed to Waterford in 1819. Mrs. Willard made application to the Legislature, accompanied by her plan of female education and a plea for funds. The Governor strongly recommended it in his annual message, but the endowment was not obtained. This application, however, led to the allowing of a portion of the literature fund to girls' schools. At a public examination of the school at Waterford, Miss Cramer, a daughter of the Hon. John Cramer, was examined in geometry, which was the first public examination on that subject ever made by a woman in this country.

Not knowing how much she could do by herself, this failure to obtain legislative aid was a bitter disappointment to Mrs. Willard. Some time afterwards she thus gives expression to her feelings : " I felt it almost to frenzy, and even now, though the dream is long past, I cannot recall it without agitation, Could I have died a martyr to the cause, and thus secured its success, I should have blest the fagot and hugged the stake. It was by the loss of respect for others that I gained tranquillity for myself. Once I was proud of the legislators as the fathers of the State. But when the people shall become convinced of the justice and expediency of placing both sexes more nearly on an equality, with respect to the privilege of education, their legislators will find it their interest to make the proper provision."

Her appeal to the Legislature was premature. The public was not then sufficiently enlightened as to female education. She was so convinced of the importance of the good work in which she was engaged, had so much enthusiasm for its success, and so much confidence in the patriotism of the rulers to adopt whatever would be good for the country, that her hopes and aspirations were too sanguine.

The failure to obtain aid from the State disappointed but did not discourage her. She had the sympathy and received encouragement from the best and most eminent men of the nation. The friends of education generally advocated her plans. Hon. Duncan Campbell, of Georgia, was so much interested in them that he advocated her ideas in the

Georgia Legislature, of which he was a member. She received encouraging letters from distinguished men. John Adams, Thomas Jefferson, George Combe, Dr. Dick and other great men wrote her encouraging letters. Eminent men attended her examinations, and were satisfied that her young ladies were as thorough in mathematics and in other abstruse subjects as the young men of the colleges.

Mrs. Willard finding obstacles to her modes of teaching in the miserable text-books then in use, prepared books in geography and history for her school. Mr. Woodbridge finding the same hinderance, and having the same plan for their improvement, they wrote a work on geography simultaneously. The book attracted attention, and soon passed through several editions. In the preface she writes of the new system adopted: "It is chiefly to secure facility of acquirement and durability of impression. This is effected by maps and charts which appeal to the eye, rather than to the memory. The arrangement of tables relieves the memory of a useless burden by substituting few numbers for many. A person who knows by rote that a city contains a certain number of inhabitants, cannot from that circumstance be said to understand its rank, that is, he does not know whether it is a great or small city; for all ideas of great or small are relative, and are obtained by comparing things with others of their kind. With regard to the durability of impressions, we discard that method of arrangement generally found in descriptions of countries where many distinct and dissimilar subjects are treated of in quick succession, because from the want of associating principle, information received in this way cannot be well remembered. We admit little which may not be traced to one of these two laws of the intellect; that the objects of sight more readily become objects of conception and memory than those of the other senses; and secondly, that the best of all methods to abridge the labors of the mind and to enable the memory to lay up in the smallest compass is to class the particulars under general heads.

"That this method of teaching geography is a judicious application of these principles has become evident to me from observing the fact that of all the branches of study which my pupils learn, geography taught in this manner is that which they most easily call to recollection; and that this is the case whether my examination takes place after the lapse of few months or few years.

"But in none of the objects of education do I conceive that this system is so peculiar as in that which relates to the discipline of the mind; and none are, to my mind, of so much importance. Although it is of consequence to teach the student *what* to think, it is of much more importance for him to learn *how* to think. However well it may be for a man to have a good knowledge of geography, yet it is better for him to have

a sound judgment and well regulated intellect. Capacity of mind is acquired by this habit of study, which cultivates the powers of abstraction and generalization. The study of geography has hitherto been regarded as a mere exercise of the memory, but taught in this manner it brings into action the power of comparison; thus laying not only the foundation of good scholarship in the science of which it treats, but of a sound judgment and an enlarged understanding. Although this system has never been published, yet it has been brought to the full test of experiment. It is nearly eight years since I began to teach geography by this method. Intending to publish my plan of instruction I carefully watched its operation in the minds of my pupils, while at the same time I studied it in the most approved system of the philosophy of the mind, and my success in teaching it far surpassed my expectations."

A medal was awarded to Mrs. Willard for her geographical and historical charts, at England's world's fair in 1851.

In 1821, Mrs. Willard accepted an invitation from some of the citizens of Troy to remove her seminary to that city. They prepared a building for the purpose, with private rooms for the pupils, two in each, which were their homes and retired places for study. She paid a rent for this building equivalent to the interest on the cost of the property.

She came to the city with her plan perfected, tested by experiment and approved by experience, with teachers educated by her and familiar with her methods, her own early views developed and matured, and it was established in the building where it thereafter existed, as the Troy Female Seminary.

The seminary was now liberally supplied with teachers. A teacher to every ten pupils was the usual average.

In the earlier stages of the institution little attention was given to the natural sciences for want of qualified teachers and apparatus. When it was removed to Troy, Prof. Amos Eaton, the founder of the American system of geology, became the lecturer on these subjects, and, as was his custom at the Rensselaer Polytechnic Institute, he improvised apparatus. He and his successors in that institution held that office until they considered it better for the classes to be entirely under the instruction of the lady teachers of chemistry and botany.

In 1837 the Troy Female Seminary came under the direction of the Regents of the University of the State, and received a portion of the literature fund. With this assistance it was furnished with a library, scientific apparatus, maps, models, and many other appliances for illustration. Subsequently Mrs. Willard purchased a very fine, large collection of oil paintings, which did much for the art department.

Illustrations addressed to the eye were in constant use, so far as the subject would admit. Familiar lectures and much oral instruction were

given in the recitation room. Once a week the exercise on each subject was entirely oral, without the use of the text-book. This instruction was written out from memory, and the subject examined on the following day. Much writing was required in connection with every study pursued, as well as independent investigations and original illustrations. Translations were frequently written in order to secure better English than could be obtained in the class room. Good English was a first requirement in all exercises. An original composition was written every week, and instruction in composition was given to the entire school, divided into classes according to proficiency. In the arrangement of the studies, kindred subjects were brought together in groups; for instance, geography, history and literature. Geography was learned by map drawing. No geography lesson was accepted until the map could be drawn in the class-room from memory. History was studied with time maps. An historical period would be selected, its geography learned, its history and literature read, associating its events and characters with their geographical localities and place on the historical chart. As science advanced its scientific character added. Afterwards, a review of the period was made in a written essay. Thus, while the pupil was accumulating knowledge, and fixing it in the mind by association, she was learning drawing and composition. Another group of studies brought together was ancient geography and history, mythology and the Iliad, in the English translation. A small class in perspective was taught by Mrs. Willard from a manuscript lent to her by one of the West Point professors who attended the examination to hear the recitation, and ever afterwards it was a part of the regular course.

The subjoined was the regular course of study:

PRIMARY DEPARTMENT.

Primary studies for three years. — Object lessons; spelling, with dictation, and the analysis of words, as in Lynd's Etymology; reading, with recitation; writing, mental arithmetic and tables; natural history, elementary botany, geography, grammar, French and German begun, drawing, music.

INTERMEDIATE DEPARTMENT.

First and second years. — Arithmetic, geography, with map drawing; analysis and derivation of words, Trench's Study of Words, spelling, with dictation; reading, with recitation; composition daily, in connection with the study of words; writing, Latin, French, drawing, music.

Third year. — Arithmetic, physiology and hygiene, history, consisting of a system of chronology and the history of the United States; critical reading of the poets, with written criticisms; writing, composition, Latin, French (music and drawing elective).

Fourth year. — Universal geography, geography associated with history, elements of natural philosophy, grammar and analysis, Shakespeare reading, writing, book-keeping, Latin, Latin composition, French (music and drawing elective).

ACADEMIC DEPARTMENT.

First year. — Algebra, rhetoric, themes; ancient geography, with Greek and Roman antiquities; French, language and composition; zoology, mineralogy, geology. Music, drawing — elective.

Second year. — Geometry, trigonometry, universal history, history of English literature and language, themes; German, botany. Music, painting — elective.

Third year. — Chemistry, Kames' Elements of Criticism, themes; German; natural philosophy, including mechanics, optics, pneumatics, electricity, electro-magnetism; French, Italian or Spanish, voluntary, or as substitutes for natural philosophy. Music, painting — elective.

Fourth year. — Astronomy, intellectual philosophy, moral philosophy, Butler's Analogy, natural theology. French, German, Italian, Spanish, music and painting elective.

BRANCHES PURSUED THROUGHOUT THE COURSE.

The Bible, composition, elocution, gymnastics, dancing, drawing, singing.

LECTURES.

Lectures in the academic and intermediate departments (throughout the course) on topics of history, science, literature, language, art, architecture.

Shakespeare used as a text-book for reading, made the best readers and gave the greatest pleasure to the school, not only to the classes, but to the entire school. Naturalness and spirit in reading were acquired, and the literary taste gratified and cultivated. The teacher selected a play which was read by the class under her instruction — studied — then to each pupil a character was assigned, according to her fitness. The characters were studied. It was practiced in the class, not acted; but each identifying herself with the character assumed, and sometimes with great success. When thoroughly prepared, the play was read, with the full school for audience, and was the most popular exercise of the school routine.

The study of mathematics was considered highly useful to woman. By nature a creature of impulse and feeling, having clear intuitions, but a vague knowledge of truths that are learned from reasoning, she was known to need the discipline of mathematics — to learn from it that there are truths which are necessary, universal, immutable, and she was more open to conviction when any other mode of reasoning was employed; and she became herself more reasonable. She felt the irresistible evidence which each successive step of a chain of reasoning brings, and must admit the truth of the conclusion. Her power of thinking was increased by the exercise of tracing continually the connection between the steps of the long processes. She acquired the power of keeping a subject before the mind until it could be looked at on all sides, and every argument brought to bear upon it.

Physics introduced her to another kind of proof, that of experiment. At other times she was made to feel its force when the mode of reasoning employed probable evidence. Being trained in the different kinds of evidence for different subjects to be examined, she knew how to choose her weapons in any intellectual contest, and thus to be saved from the errors into which, through ignorance, she might fall. She studied enough of physics to learn of the wonderful connection between the grand phenomena of the natural world and the abstract truths of pure mathematics, and to find in that connection one author for the relations of numbers and angles and the phenomena of the material universe.

Metaphysical studies furnish the best gymnastics for the processes of analysis and synthesis. When the nobler principles of our nature assert their superiority and right to culture, mental philosophy and natural theology are agreeable and useful studies for woman. She finds her most exalted range of thought among themes which help her to know herself and the relations which bind her to humanity and to God. Moreover, an acquaintance with the human soul qualifies her to recognize its features in the diverse costumes in which it is clothed by the circumstances of its time and place in the history of the world. The study of its immortality and its capacities for this amazing destiny and of other truths coming up from the depths of the soul's being, and of the nature and laws of the mental and moral constitution, is peculiarly adapted to the life of woman. For to her is committed the mind of man when it comes fresh from the hand of its Creator, with any intimations it may bring with it? If the soul has had elsewhere its setting, and heaven lies about it in its infancy, woman should be fitted not only to make the "child the father of the man" among nature's nobility, but also for those questionings of its innate ideas which will furnish the philosopher with data for his reasonings upon what is in man. Moreover, woman has an implanted principle of curiosity which impels her to desire to know the nature of the faculties of the mind as the instruments used in all the discoveries and acquisitions of knowledge. Secluded, very properly, in the domestic circle from any share in the movements of society, or the logic of events, which cultivate the reflective reason of men, she requires studies that will give her this discipline. She craves to know the laws and limits of human knowledge, what to believe, what intellectual and moral guides to follow. In this institution, therefore, after the pupil's mind has been disciplined and enriched by previous study, her powers of observation and reflection cultivated, all her mental energies quickened by previous preparation, she studied intellectual philosophy.

Æsthetic culture was given through the fine arts, music, painting and

poetry. The beautiful being specially the province of woman, it was cultivated with great care. The standard was simplicity and naturalness. In all things, exactness, finish, perfection, were required; in speaking, well chosen language, purity of tone and accent. In the primary department drawing was much practiced; in drawing maps, in illustrating for the natural sciences, the pupils were always chalk in hand at the blackboard. It was not the imperfect triangle or circle she had drawn, but the ideal perfect one by which she proved her propositions. The fine arts were made educational instrumentalities, in subordination to the intellectual and moral, and in harmonious combination with them. They were taught not only as arts, but as sciences, founded upon those eternal verities which are the life of the soul. They were so studied as to refine and elevate the character, while they gladdened the fireside. The art department was conducted with as much care as if it had been a distinct art school, at the same time receiving the advantages of an institution of learning. The study of art was made a discipline to the mind, and therefore not separated from the higher departments which made it more intellectual, presenting to it a profound and severe standard of excellence. The mind was led from the lower grades of sensuous beauty to the more ideal and spiritual by the processes conferred by the intellectual and moral instructions. In the classes in optics, the laws of light and color, and in anatomy forms and their relations, were learned, and the pupil acquired knowledge which she applied to the intelligent observation and representation of the garment of beauty with which the natural universe is clothed. The art pupil was led to be an earnest seeker of the truth of nature from the simplest outline of a leaf to the highest ideal expression of the moral perfections of man; to be honest, faithful and intelligible in the presentation of an idea, to look for meaning in works of art. She was trained not only to make pictures, but to understand and appreciate them, and to exercise the imagination in forming conceptions of objects and scenes. When the art pupil masters the elements of art study, if she has a heart that kindles with love for the works of creation, and a desire to be obedient to the laws that govern them, she will become an artist in her pictures, in her dress, and in the furniture and appointments of her house, as she applies the principles of taste.

Music was made an avenue to the soul. When the learner is required, in the spirit of obedience and truth, to reproduce in her execution the composer's music, to render truly his notes, the arrangement and expression by which he achieves his glorious results, while she practices to acquire mechanical facility, she catches the strains and her spirit grows, her intellect strengthens and expands by being brought into communion with a great mind. The musical aspirations of the gifted move to joy

and sorrow and praise. It calls into activity devout and holy feelings. Music consecrated to the Deity was cultivated as an incentive to the spiritual life — the simple airs that reach the popular heart to give attraction to home and utterance to the social feelings and affections.

Poetry was embraced in the course of study as one of the best means of cultivating the imagination. Its teachings were at the original fountains of poetry. Homer, Chaucer, Spencer, Shakespeare and Milton were read in classes with teachers who had enthusiastic love for them. The soul-stirring strains of poetry touched the chords of feeling and aroused the mind to its best activity. Every subject was made to receive exaltation from a poetical expression of its truths. The susceptible mind of youth was greatly assisted in its efforts to grasp astronomical ideas by the sublime poetry they have suggested. It aids the imagination and excites the enthusiasm.

One of the advantages for high scholarship at the Troy Seminary was the mature age of many of the pupils. As given in the annual reports to the Regents, seventeen years was the average age; yet there were always many ladies there who had occupied positions of responsibility as teachers, members of society, graduates of other institutions, mistresses of households and wives who felt the deficiencies of their education. They were willing to come, for they were spared, by the arrangements of the seminary, the mortification and annoyance of mingling with younger pupils. The classification, according to proficiency, and the retirement of private rooms for study and living-rooms made them comfortable. The intellectual life was an agreeable change from general society, and to teachers a means of preparation for more extended usefulness. These ladies were useful examples to the younger pupils, as they submitted to the restraints and regular order of the school, sustained the discipline necessary for study, and they evinced their appreciation of the high order of the instruction, and themselves, many of them, became brilliant scholars.

Many of the teachers who have conducted the best schools in the country have gone forth from this seminary. Of these were Mrs. Willard's sister, who was for several years her able assistant in the Troy Seminary; Mrs. Lincoln Phelps, founder of the celebrated Patapsco Institute, Maryland; Mrs. Pierrepont Marks, who made the Barhamville Seminary, South Carolina, eminently useful; Misses Dillaye and Bonney, Philadelphia; Mrs. Hanna, Washington, Penn.; Mrs. Twiss, Augusta, Ga.; Miss Harrison, Brooklyn, N. Y.; Miss Buell, the associate and successor of Bishop Elliott in his school in Georgia; Mrs. Du Pré and her daughters, Charleston, S. C.; Miss Bascom, Northampton; Mrs. Lay, Montreal, Canada; Mrs. Ogden Hoffman, New York city. These, and a great many other ladies, carried Mrs. Willard's system of education

successfully into the several States. By the appointment of the State, the Troy Female Seminary educated a class of teachers for the common schools.

Mrs. Emma Willard retired from the seminary in 1838, leaving it to her son and daughter-in-law, Mr. and Mrs. John H. Willard. Mrs. J. H. Willard, had been for some years a teacher and a vice-principal in the seminary. She became Mrs. Willard's pupil in early youth, and a teacher at sixteen.

During the sixty years that this seminary was dispensing the blessings of higher education to women, 13,500 pupils were connected with it — 8,216 under Mr. and Mrs. John H. Willard. Nine hundred and fifty-six of the pupils went forth as teachers, 100 of these having received gratuitous board and tuition, and many of the remainder paid only a portion of their expenses. A large proportion boarded in the seminary, and in many cases received books, stationery and music without charge. The daughters of the city clergy received gratuitous instruction, and those from other places had large deductions made from their bills.

The reputation of the Troy Seminary brought many visitors to see its workings. Among the most distinguished of these were Lady Franklin and Dr. Scoresby, from England. Lady Franklin had read of the studies pursued in this institution in Van Dieman's Land, when she was there with her husband, Sir John Franklin, governor of the island. Having herself been a teacher, she was curious to see how much girls could be made to do. She visited such classes as she selected, note-book in hand, and marked the recitations she heard, the particular propositions in mathematics, etc. She expressed great surprise and pleasure that girls could do so much on such subjects, and complimented the girls on the refined simplicity of their manners.

In 1841, Sir Joseph Laffan de Hovey came as the agent of Queen Victoria. He came to Troy to visit the seminary, saying, "We have heard that you have got before us in female education, and we wish to know your plans."

Dr. Scoresby came to the seminary when he was visiting this country to see American schools in order to prepare himself to improve those of England. He heard recitations in astronomy and optics, and other branches of natural philosophy, and in the Latin language, and expressed himself highly gratified with the proficiency of the pupils. A visit from the Bishop of Jamaica was very flattering. The excellence of the music department induced distinguished artists to visit the school. Some of these were Wallace, Thalberg, Ole Bull and Strackosh. The greatest visitor was the guest of the nation, General La Fayette. He was received by a song of welcome sung by the pupils and written by Mrs. Willard, which was presented to him by three of the number who

were daughters of the Governors of States, Miss Cornelia Van Nes, Miss Cass and Miss Southard. This led to a correspondence between Mrs. Willard and General La Fayette, and ripened into a friendship.

Eminent scholars, professors, clergymen, and others acting as examining committees for a long series of years, expressed their opinions of the scholarship in the seminary in reports which, it is believed, constitute the highest eulogy which any institution of learning has ever received.

Diplomas were first given in 1843 to those who had passed satisfactory examinations in the full course of study, and had been members of the graduating class at least one year. The number of graduates was small in proportion to the entire number of pupils. This was in consequence of the unwillingness of parents to leave their daughters a sufficient length of time in school.

The following statement contains the number of graduates in ten years:

Year.	Graduates.	Total number of pupils.
1860.....	19	328
1861.....	12	301
1862.....	17	245
1863.....	14	263
1864.....	13	329
1865.....	25	328
1866.....	25	328
1867.....	16	238
1868.....	19	295
1869.....	17	254
1870.....	27	289

In 1872, the building required to be renewed, the library and apparatus to be replenished and increased, and funds to be raised for an endowment, but nothing could be done to raise funds for these purposes unless the authorities of Troy would transfer the property to the trustees. A petition to the authorities, signed by persons representing nearly one-half of the taxable property of Troy, was presented to the common council, and granted on conditions satisfactory to the trustees of the seminary. The resolution authorizing it was vetoed by Thomas B. Carroll, the mayor of Troy at that time. Mr. Willard therefore declined to renew his lease and retired from the institution, and it ceased to exist as a boarding school in 1873, but is continued as a day school of the first order. It is hoped that generous minds of the enlightened future will furnish means to restore it to its full measure of usefulness; that it may again win and guide multitudes of young women into the pathway of excellence by directing their desires and aspirations for the highest good for themselves and their country.

Considering our political agitations, de Toqueville said: "If America is saved, it will be her women that will save her." The reply comes from her women — "It is righteousness that exalteth a nation."

CLAVERACK ACADEMY AND HUDSON RIVER INSTITUTE.

By WILLIAM MCAFEE, A. M.

Claverack was organized as a district in 1772, before the organization of the county, which took place in 1786.

The portion of the ancient territory at present included in the town, formed a part of the Van Rensselaer Manor, and was originally settled by Hollanders and by Germans from the Palatinate.

It may be considered as the original hive of the county, from which its population and that of many of the surrounding counties has sprung. Its well cultivated and fertile fields, with the luxuriant clover, gave it its name of *Klauverack*, or clover reach, and also led to its becoming a permanent settlement soon after the original discovery of the river in 1609.

In 1700 the population, slaves and all, amounted to but 216 souls. In 1716 a Dutch Reformed Church was organized and a building erected. As its early pastors were men of liberal education, mostly from Holland, it is not strange that they deplored the lack of educational advantages for their own and the children of the flock.

Such a man was John Gabriel Gebhard, or Dominie Gebhard, as he was familiarly called, who began his ministrations on or about July 4, 1776. He himself had been educated at Heidelberg, was a man of scholarly attainments, with much love for classical learning. For a time, in addition to his arduous labors as pastor, being often called for many miles in every direction to minister, to churches without pastors, as many of the Dutch churches were during the Revolutionary period, he instructed his own seven sons with the children of some of "the best families," in the ancient languages and higher mathematics.

He soon saw that greater facilities than he could afford must be provided, and in 1777 took measures for the establishment of a high school at Claverack, which was patriotically called Washington Seminary.

The seminary was completed in 1779, and opened with two teachers, Dudley Baldwin for the classics, and Abraham Fonda for the English branches. Dominie Gebhard retained the position of superintendent until his death, and always took an active interest in its welfare. N. Meigs was the instructor in 1780, and was succeeded by Andrew Mayfield Carshore, who wielded the birch for more than twenty-five years, and under whose management the school attained no small celebrity. Attracted

by his genius, aptitude and culture, youth from all the towns from New York to Albany, were instructed by him, and Washington Seminary had at times more than a hundred pupils. This may seem less strange when we remember that schools were few and poor, and that Claverack was then a place of note, being the county town, and the center of a large business in grain. It was also the post-office for Hudson until 1790, that city being known in early days as Claverack Landing.

Dr. Porter, in his centennial address, says : "among those educated during this period at this seminary, were General John P. Van Ness, attorney-at-law and member of Congress, Hon. Wm. P. Van Ness, judge of southern United States district, Hon. Cornelius P. Van Ness, Governor of Vermont, minister to Spain and collector of the port of New York, General Jacob Rutsen Van Rensselaer, Secretary of State of New York and member of Congress, Martin Van Buren, President of the United States, Robert Morris and many others well known in civil and political stations." The building itself consisted of but a single room of one story, with a capacious fire place at either end, and, although the germ of the present institution, bore little resemblance to the stately edifices of to-day.

Toward the close of the first quarter century of this seminary, the death of Dr. Gebhard and other causes, led to a decline in its prosperity, and through a State law it became changed for a time into a common school. Indeed, Dr. Gebhard's death, which occurred in 1825, may be said to be the closing event in the first chapter of the school.

CHAPTER II.

The Rev. Richard Sluyter succeeded Dominie Gebhard, and like his predecessor, fond of learning, soon became a mover for the revival of the seminary. This time it was determined, if possible, to put the enterprise on a more certain basis, and to erect a more pretentious and commodious structure than was usual in those days.

"At a meeting of a number of the inhabitants in the latter part of 1829, convened for the purpose of adopting a plan for the erection of an academy house, it was agreed to accomplish the above object by vesting the enterprise in shares of twenty-five dollars each, upon the following conditions:

"1st. That no stockholder shall ever possess a greater controlling influence than in votes on the directing of any concern of the institution, each share constituting a vote.

"2d. That the building to be erected for the high school of Claverack is designed solely for a place where education may be taught, and shall never be converted to any other purpose, unless with the consent of three-fourths of the votes controlling the government thereof.

"3d. And that the stock shall be payable, if required, to the authorized

agents in four equal monthly installments, the first installment to be paid on the 15th day of January, 1830."

The stock necessary to the construction of the building was subscribed at once to the amount of \$1,200, and trustees nominated. The Regents of the University were petitioned to grant a charter, in these words:

"To the Honorable Regents of the University:

"We, the subscribers, have undertaken to establish an academy in the village of Claverack, in the county of Columbia, having purchased a lot and contracted for the erection of a suitable building, to be completed the first of May or June next, feel the necessity of being incorporated. The undersigned humbly pray the Honorable the Regents that the aforesaid academy may be incorporated by the name of the Claverack Academy, nominating as trustees: Abraham Jordan, M. D., Jacob P. Mesick, Stephen Storm, Abram L. Fonda, Wm. B. Ludlow, Robert H. Van Rensselaer, John A. Miller, John A. Labagh, Rev. Richard Sluyter, John Poucher, James K. Van Ness, James Fleming, Stephen Gunn, Jeremiah I. Best, J. A. Van Valkenburgh, William A. Weaver, Jonathan Storm and John E. Gebhard, M. D."

The charter was granted April 25, 1831. At a later meeting, held in March, 1831, the Rev. Richard Sluyter was instructed to open negotiations with the Rev. William Mabon with reference to his becoming the first principal in the new building.

At the next meeting, several references from "gentlemen of distinction" having been handed in and read, concerning Mr. Mabon, they were voted satisfactory, and it was decided to offer him "the academy and all the emolument he may derive from said academy for three years." So Claverack Academy was started fully equipped for another cycle.

No event of importance occurred in the history of the academy until 1839, when the trustees felt that now they were fulfilling all the requirements of the Regents, and ask, on the twenty-fourth of January of that year, to be received under their care, subject to their visitation, and that they may receive a share in the distribution of the literature fund.

The petitioners represent themselves as possessed of a lot of land, value of \$1,000, consisting of one acre and twenty-nine rods. Fifty-seven rods of this ground, the records tell us, were given to the trustees, by the minister, elders and deacons of the Dutch Reformed church at "a perpetual rental of three pepper corns."

The building erected was forty-five feet by twenty-four, two stories high, and divided into three rooms on each floor. It was valued at \$1,700. At this time a library of 284 volumes had been collected, valued at \$186, and philosophical apparatus to the amount of thirty-two dol-

lars. During the year the tuition amounted to \$550, and the pupils furnished their own fuel. There was but one teacher, a graduate of Union College, Rev. John Eizenlord. The pupils were allowed a wide range of study — classical, scientific, mathematical, and English. The whole number of students, during the year, was forty-five, of whom thirty-nine were considered as classical, or higher English.

There was but little change in the status of the academy for the succeeding seventeen years. Its teachers were, for the most part, college-bred, and competent; its income steady, and its attendance good. The trustees interested themselves in securing men of ability, and where the tuition, for any reason, fell short of a fair compensation, met the deficiency from their private resources. The average income during these years was \$522.23, and the average attendance forty-nine. The building was kept in good repair, and the library and philosophical apparatus largely increased. The sphere from which it drew pupils was less extended than during the first period of the school, owing, probably, to the multiplication of academies in other towns, and to the fact that there was no permanent arrangement for the boarding of students out of town.

CHAPTER III.

We come now to the third period in the history of the school. A feeling had taken hold of the minds of some of the people of the town, that a much greater prosperity might be secured for the academy than it had enjoyed.

There were several schools in the State which had recently sprung up, remote from railroad communication, and in localities with no special advantages, which were overflowing with pupils. Committees were sent out to visit them and report.

They were particularly impressed with the school at Charlotteville, then under the charge of Rev. Alonzo Flack, which, during this year, reached the unheard of number, in those days, of 950 pupils, and in the following year of 1,230. Board and tuition were furnished there at the rate of seventy-two dollars a year, which, even for those times, was remarkably low.

Charlotteville was fifty-six miles inland from Albany, to and from which the pupils had to be transported by stage four times a year. Why should not Claverack, with its railroad connections in every direction, its healthful and beautiful location, and a fine farming region from which to draw its supplies, prove a better situation, by far, for such a school than Charlotteville?

So argued the movers in the new enterprise. Chief among these, we may mention here, with all honor for his self-sacrificing and untiring efforts in behalf of the interests of the school, the name of Peter

Hoffman, who, for thirty-two consecutive years, has been a member of the board of trustees. For fourteen years he was its secretary and treasurer, and for the last fourteen years has been its president.

At a meeting, held October 18, 1853, it was unanimously resolved to increase the capital stock of the building to \$20,000 and subscriptions were opened.

The shares were \$100 each and entitled the possessor to a vote in its management. A petition for the change in charter to allow the trustees to hold this amount of property was voted and a committee appointed to arrange for the erection of the buildings. The stock, owing to the excellent management of the treasurer, Peter Hoffman, ably supported by Milton Martin, Frederick Mesick and others, was soon taken and it was deemed advisable to enlarge the plans and increase the stock to \$50,000. Ground was broken for the new building about the 1st of April, 1854, and every nerve was strained to have it ready for students in the coming fall. Such progress was made that we find in May the trustees are becoming exercised on a most important subject, viz., who shall take charge of the new building when completed and organize the school? Prof. Alonzo Flack's success at Charlotteville made the trustees anxious to secure, if possible, his connection with the enterprise, and in July a contract was entered into by which the building was leased to him, as soon as finished, for five years. The new building was an imposing structure. It had a front of 158 feet, a depth of forty, while wings extended on either side fifty feet. From the center a chapel building of three stories extended ninety feet in the rear. The whole building was four stories with attic and basement finished, and was fitted up with all the appurtenances necessary for such an institution and for the expected number of pupils.

The building was erected at a cost of \$35,220, and was furnished at an additional cost of \$12,583.95, and with library, apparatus and other property was valued at \$51,151.29, on which there was a debt of \$4,750.30, which has been canceled from the rent of the buildings.

On the 10th of October, 1854, the building was nearly ready for occupancy, and that day was set apart for its dedication. The Dutch Reformed Church was filled, and after appropriate religious services addresses were delivered by Rev. Ira Boice, pastor of the church and the first president of the faculty, Hon. Horace Greeley, Elbert S. Porter, D.D., of Williamsburgh, and the Rev. Dr. Ferris, chancellor of the University of New York. The chartered name had, meantime, been changed to Claverack Academy and Hudson River Institute. Its great aim, Mr. Boice said in his opening address, was to be "to store the mind with useful knowledge and to imbue and impress it with the principles of the Bible and Jesus Christ."

This aim has been steadily followed through the subsequent twenty-two years of its history, as the thousands who have received its teachings will testify.

The school opened on November fourteenth with a corps of fifteen teachers in eight departments. Every room was filled, and a number had to find quarters outside. Rev. Alonzo Flack became the lessee, and associated with himself William H. Bannister, and afterwards Charles H. Gardner, who acted as principals of the school for a short time. Prof. Alonzo Flack, from the beginning, had the general supervision, and took up his residence at Claverack as principal, and the direct charge of the school in the fall of 1857. Owing to his excellent executive ability and prudent management, the school has enjoyed an uninterrupted prosperity for these twenty-two years of his connection with it, and we may add was never doing a better work in the educational field than to-day. In 1864, the wants of the institution for more room became pressing, and it was decided to build a second building, which was done from the accumulated surplus in the treasury.

This second building is known as College Hall; is in dimensions eighty by fifty feet, of two stories, and cost \$6,000. The lower story is fitted up as a laboratory and recitation rooms; the upper is in one large, lofty hall, and is used for the gymnastic exercises of the ladies, and the military drill of the gentlemen, as well as for the lectures, public exhibitions, commencements, and other exercises which draw a larger number of people than could be accommodated in the chapel. It will seat comfortably 700. In 1869, another step forward was taken in the history of the institution.

For some years the course of study pursued by the ladies, and the facilities afforded, were the same as those found in the female colleges of the State, and, after mature consideration of the trustees and the faculty, it was decided to petition the Regents to grant them the privilege of conferring degrees on those young women who should finish a course of study corresponding to that prescribed by the Regents as a basis for the other female colleges under their control. In this petition the trustees represent "that an extended course of education for youth of both sexes has been established, embracing for young men all that is required for preparation for the duties of life and for admission to the best colleges of the country, and for young women, a four years' course, fully equal to that of the female colleges of the State; that the said institution has enjoyed uniform prosperity, numbering an average of more than 450 annually, of whom about one-half have been young women; that an average of sixteen professors and teachers have been employed in their instruction, at a sum paid for salaries amounting to about \$17,000 annually; that a good library and philosophical apparatus

have been procured and are in constant use." In consideration of these facts, the Regents were requested to amend the charter, and the petition was granted and the charter so amended on the 4th of June, 1869.

A class was already prepared for graduation in the college course, and received the appropriate degree on July first following. This, with the other departments, has been since that time, and is now, in successful operation.

The grounds have been enlarged by the purchase of adjacent property as opportunity offered, and now consist of about six acres, well planted with trees, which furnish delightful shady walks, with a large campus for athletic sports and the military drill. One thousand three hundred and five volumes of well selected matter are in the library of the institute, and the philosophical laboratory contains more than \$700 worth of apparatus. While it is the purpose of the president and faculty to furnish the best instruction that can be given in the English branches and the rudiments of the sciences, it is also their desire to afford the opportunity to all who wish, to pursue complete courses in literature, sciences, higher mathematics and the ancient and modern languages.

In closing this sketch of the institution, it may not be out of place to briefly mention some of the prominent features of its management and the results that are believed to flow from them :

First. It is believed that the value of a permanent and uniform government has here been demonstrated. The president, Rev. Alonzo Flack, Ph. D., has had the active direction of its concerns for twenty-two years ; to his unflagging zeal, not only for the interest of his pupils and the school, but in the interest of all advanced education, is largely due the uniform support and prosperity which the institution has enjoyed. It has been his principle and that of the trustees, to secure the best assistants, and to attach them permanently to the faculty. It is not unusual to find instructors who have been connected with the school for eight, ten and even fifteen years.

Second. We believe we have fully demonstrated here the value of a uniform and regular system of exercise, both for ladies and gentlemen ; for the ladies we have adopted the Dio Lewis system of musical gymnastics, with a competent instructor, and for the gentlemen the military drill with a regular organization. Since the adoption of these methods of exercise, there has been a marked improvement in the general health of the students, which is, of course, the first object to be attained. But it is believed that the moral and disciplinary results attained are no less beneficial.

This has been noticed in the greater *esprit de corps*, the more prompt obedience to law and order outside of the drill hall, and the greater

personal dignity and self-respect which is inspired in the individual by these exercises.

Third. It is believed that these twenty-two years have proved that the co-education of the sexes living in the same building and reciting in the same classes is not only possible and feasible but with proper management, is promotive of the best results, intellectual, moral and social, in both young men and women.

Fourth. The theory that young women are unfitted, either by nature or place in society, for a liberal education in the severer studies which are supposed to prepare young men for professional or business life is believed to be erroneous.

Experience has shown us that they are capable of the highest culture, and it has been the aim of the teaching here to provide them with facilities and to encourage them in pursuing a course no less extensive and thorough than that laid down for young men; and, also, thus to aim at superiority in the employments and professions which a more liberal spirit is opening before women, is no less praiseworthy than to shine by a refined modesty and a cultivated mind in the social circles of which they can never fail to be the chief ornament.

Fifth. It is believed that in large institutions wrong sentiments often grow up and become traditional, which are inimical to good government and healthy development on the part of the students. This has been met, and in a great degree obviated, by the system of forms and form meetings which have for years been carefully conducted by the president. The school is divided into six forms, according to age and general intelligence, and the president meets these forms separately as often as once a week. The meetings are partly devoted to lectures, in an informal way, on matters of etiquette, business, formation of habits, morals and school government. One object is to secure a free expression of opinion on questions of this nature from the students individually, and to correct wrong principles and impress right ones without the appearance of discipline. It is believed that these form meetings have, in this way, been especially valuable in anticipating and breaking down wrong sentiments, and in leading the students individually to a correct understanding of questions of vital importance to them which could be touched in no other way.

Sixth and lastly. In the opening address at the dedication Rev. Mr. Boice said, one great object of the institution should be "to imbue and impress the mind with the teachings of the Bible and Jesus Christ." The principal and teachers have set this before them in their work, and while no denominational bias has been given to the religious instruction the Bible has been reverently held up as the standard text-book in the formation of character and those foundation principles which should

underlie every plan of life. It is believed that this religious character that has thus been given to the institution has been without offense to any, but most beneficial to the mass of those who have come within the sphere of our teaching. It is emphatically believed that the Bible should be our great teacher and text-book.

There is added to this sketch a list of the principals since 1799, of the officers of the board of trustees and the trustees since 1831, statistical tables showing the number of students, the number of classical and higher English students, the amounts paid for teaching and those received from the literature fund since 1831, with copy of the charter granted to the institution in 1831.

PRINCIPALS SINCE 1831.

1831	Rev. John Mabon.	1847	Isaac Wortendyke.
1834	Samuel Fisher.	1851	Gad Lyman.
1835	Samuel T. Andrews.	1853	Rev. John Bell.
1837	Lemuel T. Osgood.	1854	{ Wm. H. Bannister.
1838	Rev. Reuben Dederick.		{ Chas. H. Gardiner.
1839	Rev. John Izenlord.		{ Rev. Ira C. Boice, President.
1842	William C. Hornfager.	1857	Rev. Alonzo Flack, Principal.
1844	Henry Coons.	1869	Rev. Alonzo Flack, President.

SUCCESSION OF OFFICERS IN THE BOARD OF TRUSTEES.

Presidents.

1831 Abram Jordan.	1848 Frederick Mesick.
1839 John J. Miller.	1862 Peter Hoffman.
1840 Adam Vandebroe.	

Secretaries and Treasurers.

1838 Stephen Storm.	1848 Peter Hoffman.
1840 Jacob P. Mesick.	1862 Frederick N. Mesick.

TRUSTEES WITH THE DATE OF APPOINTMENT.

Original Board, 1831.

Abram Jordan, M. D.	John Poucher.
Jacob P. Mesick.	James K. Van Ness.
Luther Storm.	James Fleming.
Abram L. Fonda.	Stephen Gunn.
Wm. B. Ludlow.	Jeremiah I. Best.
Robert H. Van Rensselaer.	J. A. Van Valkenburg.
John I. Miller.	Jonathan Storm.
John A. Labagh.	William A. Weaver.
Rev. Richard Sluyter.	John G. Gebhard, M. D.

Subsequently elected.

- 1839 John P. Mesick, John M. Schumaker.
- 1839 Peter V. Heermance, Adam Van Deboe.
- 1842 Frederick Mesick, Stephen K. Hogeboom.
- 1843 Jacob Whitbeck, Franklin Miller.
- 1844 Peter Hoffman.
- 1846 Rev. Ira C. Boice, William H. Heermance.
- 1849 James V. Schumaker, Stephen M. Van Wyck.
- 1850 Robert Esselstyn, Abram Pierce.
- 1853 Elbridge G. Studley, Ambrose Root.
- 1853 Frederic N. Mesick, Tobias R. Van Deusen.
- 1853 David Crego, Jr., Wm. H. Chase.
- 1853 Milton Martin.
- 1858 Alanson Fowler.
- 1859 Silas W. Tobey.
- 1862 Alonzo Flack.
- 1864 Peter Best.
- 1865 John Mesick, Edward Livingston.
- 1871 Stephen Rossman.
- 1875 Abel I. Bristol.

Present Board, 1876.

- | | |
|------------------------------------|---------------------|
| Peter Hoffman, President. | John Mesick. |
| Frederic N. Mesick, Sec. and Trea. | Silas W. Tobey. |
| Alonzo Flack. | Alanson Fowler. |
| Milton Martin. | Stephen K. Rossman. |
| David Crego, Jr. | Peter Best. |
| Elbridge G. Studley. | Abel I. Bristol. |

STATISTICS OF ATTENDANCE AND INCOME FROM LITERATURE FUND AND EXPENDITURE FOR TEACHERS FROM 1838-1855.

YEAR IN WHICH REPORT ENDED.	Number of students.	Number of students in classics and higher English.	Number of teachers.	Amount paid to teachers.	Money received from Regents.
1838.....	45	39	1	\$572 54	.....
1839.....	24	34	1	553 00	.....
1840.....	51	No report	2	910 23	\$106 49
1841.....	32	20	1	500 62	102 09
1842.....	35	No report	1	516 00	170 79
1843	49	No report	2	579 00	46 11
1844... ..	65	42	2	605 68	163 66
1845.....	58	30	1	544 86	127 51
1846.....	49	29	1	524 69	78 41
1847.....	52	28	1	525 46	82 87
1848.....	63	24	1	561 17	78 31
1849.....	63	14	1	565 33	63 82
1850.....	48	28	1	463 18	33 94
1851.....	37	21	2	388 15	34 00
1852.....	50	21	1	219 57	42 97
1853.....	71	28	1	745 51	41 13
1854.....	35	29	1	465 90	49 40

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STATISTICS OF ATTENDANCE AND INCOME FROM LITERATURE FUND AND EXPENDITURE FOR TEACHERS SINCE 1855.

YEAR IN WHICH REPORT ENDED.	Number of students.	Number of students in higher English and classics.	Number of teachers and profess'rs.	Amount paid to teachers.	Money received from Regents.
1855.....	753	.....	16	\$6,550	\$1,289 39
1856.....	463	362	16	6,571	693 99
1857.....	511	492	16	7,575	893 61
1858.....	433	367	14	7,475	712 12
1859.....	562	477	14	7,875	903 03
1860.....	447	404	16	8,212	723 16
1861.....	390	342	16	8,600	603 05
1862.....	362	330	13	7,800	622 66
1863.....	346	309	16	9,664	533 61
1864.....	469	400	17	9,610	710 80
1865.....	462	383	19	14,875	745 48
1866.....	469	270	18	14,020	791 48
1867.....	434	212	19	16,767	765 74
1868.....	318	175	17	17,340	754 06
1869.....	272	174	19	16,366	764 72
1870.....	267	119	20	17,298	614 41
1871.....	274	96	22	16,386	624 48
1872.....	255	99	23	16,811	614 48
1873.....	349	171	29	22,417	677 29
1874.....	315	117	20	21,153	4,133 33
1875.....	242	111	20	19,748	2,168 00
1876.....	202	67	20	20,585	673 51

For the charter of Claverack Academy, see chapter 271 of the Laws of 1831, passed April 25, 1831.

HISTORICAL SKETCH OF CAZENOVIA SEMINARY.

By ISAAC N. CLEMENTS.

ORIGIN.

Though the founder of Methodism was an educated man, and placed a high estimate on the general diffusion of knowledge, yet, in the earlier years of the republic, little was done by the denomination towards the establishment of schools of the higher grades. This was not because of any lack on the part of the people to appreciate the advantages of an education, but because, in the condition of society at that time, the ministers and members were filled with zeal for the spread of scriptural holiness, and things of a less spiritual nature were considered of secondary importance.

The first seminary under Methodist auspices was established at New Market, N. H., in 1817. It was continued eight years under financial embarrassment, and in 1825 its buildings were closed and given up. In this same year a seminary was opened at Wilbraham, Mass., and all that remained of the New Market Academy was merged into this. Wilbraham Academy prospered, and to-day stands, in character and influence, among the foremost in the land.

The movement for the establishment of a seminary at Cazenovia was commenced in 1823. Thus it will be observed that this institution was the second established in the United States under the Methodist Episcopal church, and that it is now the oldest existing seminary in the country belonging to the denomination.

At the session of the Genesee conference, which then included all the western half of New York State, held at Westmoreland, Oneida county, July, 1823, it was decided to open the school in the old Madison county court-house, now constituting the time-honored chapel, with all possible dispatch, and a local committee was appointed, consisting of Charles Giles, George Gary, Elias Bowen, Solomon Root, Luther Buell, John Peck, Jacob Ten Eyck, David B. Johnson and Charles Stebbins. The first meeting of this committee occurred August 14, 1823. The name selected was "The Seminary of the Genesee Conference," which has been successively changed to the "Seminary of Genesee and Oneida Conferences," "Oneida Conference Seminary," "Central New York Conference Seminary," and "Cazenovia Seminary," the last being the name it now retains. Charles Giles and George Gary were appointed the first

agents. A resolution was passed that the school should be opened December 11, 1824. And on that day, in the basement of the old court-house, with eight students, it began a career which has uniformly been prosperous.

LOCATION.

Cazenovia village, in which the seminary is situated, is in the midst of one of the most fertile and delightful sections of our State. An elevation of 1,200 feet above the sea gives it a pure atmosphere and a healthful climate, and renders it entirely free from many of those fatal diseases that are so prevalent in a large part of the country. The well-shaded walks and beautiful groves invite to evening promenades; excellent roads and picturesque hillsides afford unsurpassed opportunities for riding, and the Owagena — gem of lakes — furnishes a pleasure spot for those who seek recreation in boating and fishing. Both nature and art have been lavish in their adornment of Cazenovia, and have made it peculiarly adapted to the purposes of a seminary, as it affords the opportunity for æsthetical culture which is so essential to the full development of the youthful mind. One has to see the place but once to admire it ever afterwards.

The inhabitants number about 2,000, and from the first they have been interested in the success of the school, and have been ever ready to give to it of their time and means. The village, lying eighteen miles south-east of Syracuse, is easily accessible from the west and south by the Syracuse and Chenango Railroad, and from the north by the Cazenovia, Canastota and De Ruyter road, which connects with the New York Central at Canastota, thus giving to the residents the privileges of a large city, without its allurements and disadvantages.

BUILDINGS.

The first building, as before mentioned, was the Madison county court-house, which was built in 1810, under the supervision of Col. John Linclæn and Col. Eliphalet Jackson. In 1817, when the county seat was transferred to Morrisville, it was sold to the Methodists to be used as a church, but, six years after, pecuniary embarrassment compelled the society to appeal to the conference for relief, and thus the way was opened for its purchase as a seminary. The style of architecture belonging to the old court-house, characteristic of the period, readily distinguishes it from the other buildings, but, for durability, it is in no respect inferior to those which have since been added. It was used for recitations and chapel services, and it is still used for the same purposes. When the seminary was first organized there were no dormitories. It was soon evident that more room was imperatively needed, and, in 1831, the building next west of the court-house was added as a dormi-

tory for gentlemen, and a few years later another still further west as a dormitory for ladies. These were made to serve the purposes of the school until 1852, when the building now known as "William's Hall" was erected. This was named in memory of John Williams, who for twenty-six years a trustee, was unremitting in his labors for the institution. This is a commodious and substantial structure, used for lecture, society and reading room purposes. The next change occurs in 1866. In that year the building formerly erected as dormitories for ladies, was replaced by a larger and more attractive edifice for general dormitories, and in 1870 this was still further enlarged by adding another building for the domestic department.

Thus is seen the group as it stands to-day greatly varied in architecture, according to the style of the period and the resources at hand. Though there is not that symmetry that would please an artist's eye, yet the group is so historic, so emblematical of the development of the institution, and so interwoven with the young life of its sons and daughters that the whole structure has become an object of veneration, and all who have thus far been students will regret the change which the growth demands and the loyalty of the alumni contemplates. The proposed change is outgrowth of a movement by the alumni of the seminary as a semi-centennial monument of their love to their *alma mater*. The intention is to raise \$100,000 for remodeling and enlarging the building, and \$150,000 as an endowment fund. About half of this amount has already been pledged. When the plans shall have been accomplished, no similar institution in the country will be in better condition as to its buildings and sources of income.

CHARACTER.

The seminary has always maintained a high character for thoroughness, and no institution in the State ranks higher as to its number of academic students. At present only the high schools of Albany, Buffalo, Syracuse and Rochester, outrank it. The design has never been to make a college of it, although one-half of the so-called colleges in the land, do not equal it in the extent of its curricula, or in the facilities for general culture. Its friends believe that it should be made, even more than it is now, an institution in which the most complete and thorough preparation for our best colleges can be obtained, and at the same time a four years' course of instruction in language, science, mathematics and literature be furnished to such persons as cannot complete a regular college course. It supplies a desideratum in the educational field which no other class of institutions meets. Normal schools cannot pay that attention to languages that is necessary, because their especial work is to fit persons to teach in the common schools. The city high schools cannot

meet the needs of hundreds who have passed through the district school, because such persons have neither the time nor the means at their command to discharge the requirements which such a course would involve. The high schools and many of the academies throughout the State cannot supply the want, because they are not able to multiply classes to such an extent as a full preparatory college course would require. All these needs the seminary, with its varied curricula, supplies. All persons, whether desiring a complete course, or only one or two terms of special study, can here find abundant opportunity to satisfy their need at an expense which all can incur.

It is a boarding-school, and under the efficient management of the present principal, the domestic department is a source of considerable revenue. This feature of the institution is the means of causing many to attend who otherwise would not, and some do not come because they fail to obtain a place in the hall, as their parents are reluctant to intrust them without suitable supervision in a strange place, subject to the peculiar temptations that always assail youth. The wholesome regulations that prevail, such as stated hours for meals, study, recreation and sleep, are found to be very conducive to general health. Many who enter with frail constitutions leave wonderfully improved, physically as well as mentally. The dormitories, dining-room, halls, etc., are good, well ventilated, lighted and heated, and furnish facilities for boarding about 130 students. The rest board in private families, or at their own homes in the village.

The school is mixed. A trial of upwards of fifty years has practically solved the vexed question of the advisability of educating young men and young women together. We believe that the system, as it prevails here, not alone elevates the standard of scholarship, the refinement of manners and the tone of morality, but, in the daily associations in the recitations and at the table, the students learn a thousand and one unconventional forms of etiquette that can be gained only through the intercourse of the sexes. The 13,000 young men and women who have been educated here, are a living commentary upon the wisdom of the plan.

It is eminently a religious school — not sectarian — for, although under the auspices of the Methodist Episcopal church, during its existence several religious denominations have been represented in its board of trustees, its faculty and its students. At the present time, out of the 700 students who yearly tread its halls, over one-half are from other than Methodist patronage. Thousands of every creed have been brought to Christ under the influence of the religious sentiment that has ever existed among teacher and student. On several occasions, so deep and widespread was the feeling that the ordinary exercises were suspended

for the time, teachers and scholars alike giving themselves up to religious duties. Rev. Z. Paddock, one of the early trustees, speaking of such an occasion which occurred in 1829, says, that, as a permanent result of that interest, "twenty years afterwards it was ascertained that fourteen young men, then and there converted, were either presidents of colleges or professors in them, or distinguished ministers of the gospel." The chapel services, the conference meetings, the daily prayer meetings, entirely under the supervision of the students, and other social services have been marvelous in their power of soul culture. Who can estimate the influence for good that goes out from the unselfish lives of those who act the simple faith that they believe?

In the government of the school, respect is paid to the manhood and womanhood of those who are in attendance, yet the students are not left to follow impulse or the leadership of the evilly-inclined; and while alive to the fact that too much supervision and too much restraint would fail in the accomplishment of the desired result, still the authorities aim to exercise as much watchfulness, as much control as is necessary, and nothing more, to form a character which will stand when the scaffoldings are removed.

For years a marking system has been in use, and though it may not be the best that can be devised, yet it has been found to answer a very good purpose in inciting students generally to reach a high standard of attainment. The degree of excellence in study graded according to a scale ranging from zero to 100. The degree represented by a mark of seventy-five is necessary to entitle one to "pass" in any study. Any thing short of this compels the recipient to pursue the branch again in class, unless an arrangement can be made with the teacher for a special examination after a review. No factor enters into this record except excellence in recitation. Demerits are given for immoral conduct and for violations of the regular or prudential rules; but it is to the credit of the institution to say that this power is sparingly used, and only by a vote of the faculty.

TEACHERS.

No small share of the excellent character and remarkable success of the institution is due to the teachers that have been employed. These have been men of high culture, and for the most part persons who have given themselves to the profession of teaching as a life work, thus bringing with them that love for their work which is necessary to success.

It would be interesting and profitable to trace out the labor and anecdotes connected with the lives of many of these, but time—that regulator of all things—allows us only to mention them, but their names merely will be a sufficient guarantee of the earnest work accomplished.

Nathaniel Porter, A. M., of Connecticut, was the first principal, and the following distinguished men have been connected with its faculties: Augustus W. Smith, L.L. D., afterwards president of Wesleyan University at Middletown, Conn. ; D. D. Whedon, D. D., LL. D., now editor of the *Methodist Quarterly Review* ; Wm. C. Larrabee, D. D., a distinguished educator ; J. Wadsworth Tyler, A. M. ; John Johnston, LL. D., the author of several text-books on physics and chemistry, and now emeritus professor in Wesleyan University ; Wm. H. Allen, LL. D., now president of Girard College, in Philadelphia ; George Peck, D. D., the editor, author and preacher ; Herman M. Johnson, D. D., afterwards president of Dickinson College ; Nelson Rounds, D. D., subsequently president of the Williamette University ; George H. Hapgood, D. D. ; Henry Bannister, D. D., senior professor in the Garrett Biblical Institute, Evansville, Ill. ; Bostwick Hawley, D. D. ; Edward Bannister, D. D., afterwards of the University of California ; Anson B. Hyde, D. D., now of Alleghany College, Meadville, Penn. ; John W. Armstrong, D. D., principal of the State Normal School at Fredonia ; J. C. Van Benschoten, LL. D., professor at Wesleyan University ; W. P. Codington, A. M., of Syracuse University ; E. G. Andrews, D. D., Bishop of the M. E. Church ; Edward Searing, Superintendent of Public Instruction in the State of Wisconsin, and many others equally deserving of mention and equally honorable in life. The principals in their order have been as follows : Nathaniel Porter, Augustus W. Smith, J. Wadsworth Tyler, Wm. C. Larrabee, John Johnson, George Peck, Hanford Colburn, George H. Hapgood, Henry Bannister, Edward G. Andrews, A. S. Graves and W. S. Smyth.

STUDENTS.

It has been said that a "tree is known by its fruits." The same principle might be applied to a seminary, and it is worth while to gather up some of the results of the existence of this one. During the half century of its existence there have attended the seminary about 13,000 young men and women from all parts of the United States and Canada. Among them are those who have filled some of the most prominent positions within the gift of a free people. Legislators, governors, generals, judges, literateurs, millionaires, bishops, have received their early education within its walls. They are found in nearly every habitable part of the globe, not only in the energy and stir of the city, but also on the frontiers pushing on the car of civilization and progress. No human arithmetic can estimate the intellectual and moral power that such an institution exerts through so large a body of alumni. From careful computation it has been found that over 600 young men have been prepared for college here; 3,000 have been converted to God ;

1,000 have entered the ministry; 400, the law; 400, medicine; more than 1,000 are successful business men; 1,500 are engaged in teaching in colleges, academies, and other schools; and nearly all pursuing some honorable and useful calling. It is a roll of which the seminary may justly be proud, and which may well bring joy to the hearts of those who have aided in the development of such characters.

SEMI-CENTENNIAL JUBILEE.

In December, of 1874, the seminary completed fifty years of successful work, and its friends proposed to have, in the following July, in connection with the commencement exercises, a semi-centennial celebration. The following call, signed by more than 400 alumni, was issued: "The undersigned, former students, teachers and officers of Cazenovia Seminary, believing that the close of the fiftieth year of the noble work of this institution ought to be recognized in some way valuable to the cause of education, respectfully invite a reunion of all students, teachers and officers of the institution in Cazenovia, on the 7th and 8th of July, 1875. We ask the resident students, faculty and officers to make all necessary arrangements for the reunion."

When the time arrived thousands of old students and teachers, from all parts of the nation, and from Canada, thronged to the place. No grander gathering has been seen in Central New York than was that on the 7th and 8th of July, 1875, in the village of Cazenovia. The addresses, the poems, the music, the reminiscences, the renewing of associations that had slumbered ten, twenty, thirty, forty, and, in some cases, fifty years, conspired to make it an occasion most memorable.

ALUMNI RECORD.

In commemoration of that event, and of the half-century's work of the institution, a book, to be called the "First Fifty Years of Cazenovia Seminary," is to be published. The book will contain a history of the seminary, biographical sketches of the most eminent alumni and teachers, a chronological and alphabetical list of all the students who have attended here, together with such items of a personal nature as can be obtained, and a full account of the jubilee proceedings.

Thus, in a very brief and imperfect manner, we have given a sketch of the general history of the institution, but the major part will ever remain unwritten until the sealed book shall reveal all things. Its success has been what we might have anticipated, planted, as it was, by the prayers and sacrifices of a humble and God-fearing people. Within fifty years, the tiny shoot has become a great tree, whose branches extend to the remotest parts of the earth, pervading all departments of industry and art, and its influence shall cease only when time shall end.

SCHOHARIE ACADEMY.

The edifice of the Schoharie Academy was erected in the year 1835. A school was organized and conducted in such edifice by Horatio Waldo, Jr., as principal, from August, 1836, to August, 1837.

He received for his compensation the tuition fees and room rents, amounting for the year to \$708.17; from which sum he paid to the female assistant \$178.50, leaving a balance to him of \$529.67.

The Schoharie Academy was incorporated by an act of the Legislature of the State of New York, passed 28th April, 1837.

The first trustees were: Jacob Gebhard, Charles Goodyear, Benjamin Pond, William Dietz, William Mann, Peter Osterhout, Sr., Peter S. Swart, Jacob Vroman.

There were fifty-five original stockholders and a capital stock of \$3,450.

The following named persons have officiated as principal, viz.:

Horatio Waldo, Jr.....	1836
Alfred Miller.....	1837
Levi Sternhugh.....	1839
George Kerr.....	1839
Henry Gallup.....	1840 to 1843
Avery Briggs.....	1843 to 1848
George W. Briggs.....	1848 to 1850 and 1867 to 1869
Lemuel H. Waters.....	1850 to 1851
John F. Severance.....	1851 to 1854
E. M. Guffin.....	April to September, 1854
Michael P. Cavert.....	1854 to 1855
A. J. Jutkins.....	1855 to 1857
John S. Parsons.....	1857 to 1860
William Sharts.....	1861 to 1862
Lorenzo S. B. Sawyer.....	1862 to 1864
George R. Adams.....	1864 to 1865
Edward A. Babcock.....	1865 to 1866
Charles L. Corbin.....	1866 to 1867
J. Wallace Ford.....	1869 to 1870
Oren C. Sikes.....	1870 to 1872

In 1873, a union free school was established in the school district in which the Schoharie Academy was located.

On the 9th July, 1873, the surviving trustees of Schoharie Academy (George Lasher and Peter Osterhout, Sr., having died since the last election) met at the office of Dr. P. S. Swart, in Schoharie, and passed and subscribed the following preamble and resolution:

Whereas, The board of education of "The Schoharie Academy and Union Free School of Schoharie" have been duly authorized by a vote of the legal voters of the district to adopt The Schoharie Academy, existing in said district, as the academical department of the district, it is, therefore,

Resolved, That the board of trustees of Schoharie Academy do hereby consent to such adoption; and they do hereby, jointly and severally, declare their offices vacant; and they do hereby attest this resolution by their several signatures and direct the same to be filed in the office of the clerk of Schoharie county, in pursuance of section 24, title 9, chapter 555 of the Laws of 1864.

PETER A. SWART,
President.

O. B. THROOP,
Treasurer.

R. BREWSTER,
Secretary.

GEO. B. BADGLEY.

J. W. TAYLOR.

JONAS KILMER.

Since becoming the academic department of the union school, the following have been the principals: N. L. Bachman, 1873, 1874; Solomon Sias, 1874 to the present time (1876).

OAKWOOD SEMINARY.

By President J. J. THOMAS.

This boarding institution, enlarged and improved from the school formerly known as Friends' Academy, at Union Springs, on Cayuga lake, having been noted for the successful co-education of the sexes, and for the high moral tone which has for many years pervaded it, it is believed that a brief account of its management may prove of use to other institutions.

It was established in 1858, under the auspices of the Society of Friends (orthodox) of the State of New York, from free subscriptions made for this purpose, and a large brick school building, then vacant, known as Oakwood Seminary, was purchased and occupied. It is not a sectarian institution, students of all denominations being received and allowed the free exercise of their denominational views. Since its origin, several additions have been made to the buildings by means of donations and its earnings, which have facilitated the system of co-education, the present dimensions of the buildings being more than triple their original size. The young ladies' department is at one end, the young men's at the other, with lecture-room, recitation-rooms, cabinet, laboratory and dining-room between. It is capable of receiving over 100 boarders. These buildings are of brick, three and four stories high, and extending 160 feet in length.

The institution is supported wholly by the current receipts from the students, and has usually paid its way, with an annual surplus expended in improvements.

The attendance of both sexes, under the careful supervision exercised, has had a two-fold influence of a favorable character. It has had a civilizing and polishing tendency, and it has proved a decided stimulus to study. Care having been taken at the outset, and continued without intermission, that none of the rules are deviated from, and that propriety of conduct is always observed, a general influence has become well understood and established in favor of maintaining this propriety on all occasions. Some of the officers have remarked that it is much easier to preserve good order under this system, with a reasonable amount of care, than in having the two sexes entirely separate. A description of the details of the arrangements may be acceptable.

As already mentioned, they occupy rooms remote from each other, being separated by the study and recitation and other offices. But as entire exclusion from each other is not desirable, and might lead to clandestine intercourse or correspondence on the part of the few who are not controlled by a high sense of honor, they meet three times a day at the dining-room, and take their meals together at opposite sides of the table, each table being presided over by an officer or teacher. They enter and retire from meals at opposite ends of the room. While pleasant conversation between them is encouraged, good order is insisted on. They also assemble together in the large study or lecture-room, on its opposite sides, preparatory to entering the recitation-rooms, and both are members of the same classes and recite together, as circumstances require. These are all the occasions when they daily meet. Once in from two to four weeks, however, they are invited to assemble in the parlors of the institution, as a social party, together with the officers, when the time is passed in pleasant conversation or approved amusements, and on which occasions they are expected to conduct themselves as when invited on a social visit at a gentleman's residence.

It may strike some that the regulations here mentioned are too rigid. It is true that the majority of the students who have attended could be fully trusted without any watching whatever, but there are always some of a different character, and the best are always willing to comply with regulations made for the general benefit. The trustworthy are not afraid to be watched, it is only the unreliable who object to it.

Another influence which has been studiously fostered, and which continues to prevail with much success, is the feeling of harmonious action between officers and students. They understand that all are working together for the same end — the improvement of the students — who look to the teachers as their friends, and they act in harmony (a few exceptions will, of course, occur). In order to reciprocate this trustworthy feeling in the students, they are permitted, as much as practicable, to feel that honor is reposed in them. To the general prevalence of this influence, and to the high character always shown by the great majority, the institution is largely indebted for its excellent order and good name.

As the most perfect of all systems of conduct, and the best of all influences that can be brought to bear, is the religion of the New Testament, a religious influence has always been labored for and encouraged, and the character of the school has been eminently indebted to the Christian feeling that has largely prevailed.

The triennial course of studies embraces an advanced academical series, including, besides a thorough system of English classics, the mathematical and natural sciences, chemistry, the classics, evidences of Christianity, and mental and moral philosophy. It has been a special

aim to reduce knowledge to practice. The students perform experiments and explain their application; they collect objects in natural history; and all are required to understand well and commit to memory a short and condensed treatise on accidents and emergencies, in order to fit them for action when disasters occur and to cultivate presence of mind.

The institution has never adopted the practice of offering prizes, as its tendency would be to lessen the kind feelings between students, which it is especially desirable to encourage. An "honorary certificate" is, however, awarded at the close of each term to all who have regularly attended all roll-calls and recitations, who have not failed in lessons, and whose conduct has been satisfactory; and the public reading of the results of a written examination proves a strong stimulus in advance to most of the students.

The fact that nearly all the students become strongly attached to the school indicates the pleasing character of its prevailing influences, and they regard it as a special privilege to attend.

PHELPS UNION AND CLASSICAL SCHOOL.

By Principal HYLAND C. KIRK.

To be entirely in keeping with this centennial period, we ought, doubtless, in presenting a history of the Phelps Union and Classical School, to go back at least a hundred years ago and chronicle the progress of educational matters to the present date. But aside from the very probable conjecture that the education of that day was limited to teaching "the young idea how to shoot" the arrow and to kindred employments, we can offer nothing concerning the school of 1776 in the town of Phelps. There is a rumor that a log school-house existed somewhere on the present site of the village of Phelps, prior to the year 1800. Of this we have been able to get no authentic account.

In the year 1805, there stood on the ground now occupied by the bank of T. O. Hotchkiss, a low, one-story frame building, nearly new, being about twenty by forty feet square. There were two apartments, of which one was occupied by Mr. Joseph Woodhull, son-in-law of the old hero and veteran John Decker Robison, the first white man who settled in the town of Phelps. The other apartment was occupied as a school room, and Aunt Chloe Warner, as she was familiarly called, was the teacher. How long she taught, or how successfully, we are not informed. At this time the old log school-house of the early pioneers, with its wide jambs, stick chimney, plastered over with mud, and its greased paper windows, together with the names and fame of its teachers, had passed away. Seventeen years had elapsed since Mr. Robison had landed from his boat on the farm now owned by Mr. Hugh Hammond, where the brook east of the village winds around from its northern to an eastern course, about eighty or a hundred rods north from Mr. Hiram Peck's residence.

Aunt Chloe was succeeded by Rowland Dewey, Ann Bigelow, Abigail Bigelow, sister of Ann, who had married Mr. Thomas Howe; then Betsey Newhall, who married David McNeil, then Caleb Bannister, afterward known and highly respected as Dr. Caleb Bannister, so long a resident physician of this town, and writer of an early history of this town; he taught about 1810 or 1811. Jared Wilson also taught soon after Dr. B. He afterward was one of the leading lawyers of the county. Dr. Harvey E. Phinney, then Miss Knapp succeeded him. Oliver Moore was teaching in 1816, Erastus Kellogg about 1818; John Chapman, dis-

tinguished as mathematician, taught about 1820; with him passed away the fashion of locking out the teacher on Christmas morning, so as not to have school that day. In order to have the work securely done, some of the older boys would stay in the school-house all night. It was not only expected by the scholars that there would be no school, but that the teacher would stand treat all around, which Mr. Chapman was but too willing to do.

About this time the district was divided, and two districts formed, the east and west, each of which built a new house. The east district built one of cut stone, which is the building next south of the Catholic church, and now occupied by Abram S. Smith as a dwelling. The second story was owned and occupied by the masons as a lodge room. The west district built of brick, and the building is now occupied as a dwelling, and is situated a few rods west of Mr. Cooper's blacksmith shop.

Among the teachers of the east district were Wm. King, Mr. Noble, Jacob Moore, 1821; Erastus Marvin taught 1822 to 1825, and was a very efficient and successful teacher; Ziba Crawford about 1827, Chas. E. Pinckney, Sybil Marvin, T. A. Pinckney, Horace Frazer, 1832, John S. Moore 1833, Cornelius Horton, Philander Dawby, J. C. Anderson, Fanny Henry, — Mr. Coun, 1845. About this time the two districts were reunited, and the present large and commodious building was erected and opened in 1846.

Among the teachers in the west district were Cornelius E. Crosby, father of Prof. Crosby, who was afterwards principal in the union school, Richard P. Marvin, afterward judge of eighth judicial district of the State of New York, F. Root, 1829 and '30, Ann S. Frazer, 1832.

The records of the eastern district still exist, and among the interesting resolutions passed at the school meetings and contained therein, are the following:

Resolved, That each scholar's parents shall furnish one-half cord good hard wood or pay the sum of fifty cents for each scholar. [1820.]

Voted, To dismiss the present teacher unless he shall consent to teach for twelve dollars per month.

The first teachers employed after the present building was erected were Prof. Lewis Peck, principal; Mr. J. H. French, assistant principal; Miss Gardner, preceptress; Miss Allen, primary department, and a Mr. Stone, teacher of penmanship. The first trustees were Anson P. Waterman, Wm. Hildreth and Moses B. Whitmore.

We take the following preface from the catalogue, etc.:

VIENNA UNION SCHOOL.

"This institution has just completed its first year. Previous to the establishment of this school, there was no permanent source of instruc-

tion in Vienna, except the two district schools now comprised in the union district. Although these schools occupied an enviable standing among the district schools generally, yet they did not afford a course of study sufficiently extensive and systematic ; consequently, many pupils were sent abroad to avail themselves of those facilities not furnished at home. In view of these facts, the citizens of Vienna, with praiseworthy public spirit, resolved, by a union of the two districts, to form an institution which should obviate these difficulties, and merit the confidence and patronage of the entire community. For the accomplishment of this purpose, they purchased extensive and beautiful grounds, and erected a building which, in architectural beauty and convenience of arrangement, will not suffer in comparison with other edifices of a similar character. The building is of brick, forty by sixty feet on the ground, having a basement of eleven feet in height, one story of twelve, and one of fourteen and one-half feet. The school rooms are five in number, each measuring twenty-four by thirty-eight feet ; besides a large library and lecture room ; all of which are warmed by heated air from a furnace in the basement, and furnished with thermometers and ventilators. The whole expense thus incurred by the district amounts to about \$5,000."

LIBRARY AND APPARATUS.

"The school is furnished with a selected library of 500 volumes, together with extensive black-boards, maps, globes, astronomical charts, surveying instruments, etc., etc."

From this catalogue we take the following lists of officers and teachers :

Officers. — Trustees, Levi Briggs, Anson P. Waterman, Moses B. Whitmore. Collector, Chas. A. Coffin. Librarian, Wm. Henry.

Teachers. — Lewis Peck, A. B., principal ; third grade, male department, Date Dutton ; female department, Miss Octavia Gardner ; second grade, Miss Julia A. Comstock ; first grade, Miss Sarah Childs ; teacher of penmanship, Jas. M. Stone.

The following is a copy of the programme of an exhibition of Vienna Union School, held Tuesday evening, March 23, 1847 :

PRAYER.

Music.

1. Eulogy on Benjamin Franklin.....George King.
2. Instability of human governments.....Wm. W. Gates.
3. United we stand, divided we fallAlice M. Smith.
4. Music Mary E. Washburn.

Music.

5. DespotismSamuel Gorsline.
6. The general diffusion of useful knowledge.....A. D. McLoud.
7. Value of the Gospel to women.....Sarah Long.
8. An address to the moonJane A. Lane.

Music.

9. Character of Andrew JacksonWells Whitmore.
10. Literary resources of America.....C. Alonzo Deming.
11. Lights of the oriental world.....Harriet Gorsline.
12. Evils of romanceSusannah E. P. Smith.

Music.

13. Our obligations to our ancestors.....James Stevenson.
14. The noblest work of God.....Clarissa Bannister.
15. Ambition.....Helen A. Dickey.

Music.

16. The Indian.....James Lane.
17. Mental culture.....Hannah Parsons.
18. The land of oppression.....E. Jones Peck.

Music.

BENEDICTION.

Prof. Lewis Peck, the first principal of the school, was born in the town of Phelps, and was a graduate of Hamilton College. He remained as principal of the school until October 15, 1853, at which time, on account of ill health, he sent in his resignation, having had charge of the school seven years. During his administration, several different ladies occupied the position of preceptress. After Miss Gardner, a Miss Newcomb taught for one or two years. Miss Beldney succeeded her, after whom the position was filled by Miss Caroline Adgate, and she in turn was succeeded by Miss Sarah Long, now Mrs. Lewis Peck.

After Mr. Peck's resignation, the trustees procured the services of Prof. Thomas Purinton, who, though very popular at first, according to report did not prove to be a successful principal. We learn that this gentleman was accidentally killed on the railroad some years since. He left the school in the spring of 1855. It was during his time that the bell now in the building was procured. Prof. Peck's health had so far recovered that he was again persuaded to take charge of the school, and he retained the position till 1857. Prof. W. M. Crosby, a graduate of Hobart College, was the next principal. He was a man of taste and culture, and did much toward improving and decorating the grounds and buildings.

Mr. Crosby, however, had his defects as well as good qualities, and it is intimated that on account of the latter he was finally induced to resign his position. Mr. Crosby instituted chapel exercises, and introduced music in the morning and Friday afternoon exercises. He left the school at the close of the spring term of 1856. Miss E. A. Clark was preceptress during nine months of the time Mr. Crosby was principal, and Miss Amelia Spooner occupied the position during the remainder of his term.

The next principal was Mr. Ziba H. Potter, now assistant professor of mathematics in Cornell University. He had charge of the school during 1860. We are informed by a lady who was a pupil in the school for a number of years, that she learned more under his instruction than under that of any other having charge of the school while she attended. And this she attributes to his superior qualities as a teacher. Miss Margaret Rees was preceptress during the year.

The next principal was Mr. Ezra J. Peck, A. M., who took charge of the school in 1861, with Miss O'Keefe as preceptress, and remained one year and then left the school to take a position in the army. His regiment was the Eighth New York cavalry. Rev. Ferris Scott succeeded Mr. Peck. Mr. Scott had previously been employed in the south as a teacher.

After this gentleman had been in the school some weeks, through a feeling which appears to have sprung up suddenly among the trustees, much to his surprise he was coolly informed, one Friday night, that his services as principal would be no longer required. The conditions under which he had engaged to teach were such that he could do no better than submit. He visited the school, however, on the following Monday. A Mr. Curtiss had been engaged to teach at a lower rate of wages. The pupils seemed to favor Mr. Scott; and either from the fact of his visit, the unprofessional way in which Mr. Curtiss conducted affairs, or other reasons, it is at least true that Mr. Curtiss was discharged, and Mr. Scott reinstated the week following. The name of this gentleman is, doubtless, familiar to most of the readers of the *Home Mail** from the interesting series of "Army Pictures" presented over his signature. As chaplain of the gallant One Hundred and Forty-eighth Regiment, he had good opportunities for observation. He is now, we understand, a teacher in Jersey City.

The trustees employed, as principal for the school year ending July 3, 1863, Mr. Lockwood Hoyt, A. M., a veteran teacher of some thirty years' experience. Miss Sarah M. Cloy was preceptress during the fall and winter terms of this year, and Miss E. D. Everett filled the position during the spring term. Both of these ladies were graduates of the Ontario Female Seminary. Of Prof. Hoyt it is said that he was an excellent instructor, but deficient in government. Mr. Milton Howe, A. B., was employed as assistant principal a part of the year. The same position was filled, the remainder of the year, by John W. Kennard.

For the school year ending July 15, 1864, John S. Coe, A. M., a graduate of Union College, was employed. Of the ability of this gentleman to control the school, the reader is requested to inquire of some of his old pupils, especially of those who came under his displeasure through disobedience. Miss Eliza D. Everett, A. A., who, it appears from the records, was a graduate of Ingham University as well as the Ontario Female Seminary, was preceptress this year. Prof. Lockwood Hoyt also appears to have been assistant principal during the winter term. The names of Mr. Coe, as a lawyer and pension-claim agent, and of Miss Everett, as a teacher in the Beirut mission school, Syria, are, of course, well known to readers of the *Home Mail*.*

* A local periodical in which this article was first printed.

It was during the administration of Prof. Lewis Peck that, on petition of the trustees, the law was enacted incorporating the school under its present title. (Code, page 619, Phelps, chapter 553, Laws of 1855, etc.)

During the year 1865, the powers and duties of the trustees were further defined. (Same page, chapter 54, Laws of 1865, etc.)

In the fall of 1866, Prof. E. J. Peck again took charge of the school. Miss Mary Butler, who was to have been preceptress, was taken ill at the beginning of the term and subsequently died, and the trustees secured the services of Miss Helen Wirts, who had recently graduated at Houghton Seminary, Clinton, to fill the position. Theron Van Auken was assistant during the winter term, and seven lady teachers were employed besides Miss Wirts during the year. Miss Ruth H. Nelson, who had taught very successfully in the primary department of the school for some ten years previously, closed her connection with the school this year.

Mr. Peck remained as principal of the school till the end of the fall term, 1869, when he was elected school commissioner for the first district, Ontario county. He was succeeded for the winter term by Mr. James S. Root, then a student at Hamilton College, subsequently a graduate and now pastor of the Presbyterian church, Camillus. Mr. Root was assisted, for a few weeks, by a Mr. Dodd, who was superseded, however, for the remainder of the term by Theron Van Auken.

In the spring of 1870, H. C. Kirk became principal of the school and remained such till the end of the fall term of 1872, when he vacated the position to take the office of school commissioner for the first district. During most of this period, Chas. D. Wader was assistant in the school and teacher of drawing, book-keeping and penmanship. He left in the fall of 1872, to take a position in the First National Bank, Geneva, which position he still retains.

George W. Rafter, a student in engineering at Cornell University, was principal for the ensuing winter term, with C. R. Dryer as assistant. Mr. Rafter also had charge of drawing. In the spring, Mr. Rafter left to pursue his profession, and Mr. Dryer took charge of the school. Mr. Rafter is now assistant city surveyor in Rochester.

During a portion of Mr. Dryer's term of service, Rev. J. A. Wader was assistant teacher of German, book-keeping, penmanship, etc. During the last portion of Mr. Dryer's term, however, this office was filled by Mrs. Frank Hammond. At the close of the school year 1875, Mr. Dryer closed his connection therewith to complete his studies and to engage permanently in the practice of medicine. He is now established, we understand, under very flattering auspices, in the village of Victor.

H. C. Kirk's term of office as school commissioner expiring at the

close of the year 1875, he took charge of the school for the fall term of that year, and still retains the position of principal. Miss Helen Wirts, the present preceptress, has held that position for the past ten years, a fact in itself proving the efficiency and success of her teaching. Mrs. Hosford, now in the senior intermediate department, has been connected with the school for quite as long a period, and has had the largest experience as a teacher of any connected with the school. The remaining teachers are Misses Gervis, Wheeler, and Root, who have proved uniformly successful in their various departments, and Mrs. Hammond, who teaches writing, drawing and German. She is a graduate of the Packer Institute, Brooklyn, and a very capable teacher.

MUNRO COLLEGIATE INSTITUTE, ELBRIDGE, ONONDAGA COUNTY.

CHARTER.

The Regents of the University of the State of New York, to all to whom these presents may come, greeting :

Whereas, Nathan Munro of the town of Elbridge, in the county of Onondaga, by an instrument in writing under his hand, bearing date the 30th day of March, in the year 1839, after stating that he had contributed all the real and personal estate collected or appropriated for the use of the academy erected at the village of Elbridge, in the county of Onondaga, did make application to us, the said Regents, that the said academy might be incorporated and become subject to the visitation of us and our successors, and that John Munro, Medad Pomeroy, Jeremiah B. Evarts, Charles J. Merriman, Squire M. Brown, Charles Lombard, William Ranney, John Rice, Reuben Farnham, Nathan Munro, Abram Hall, Hiram F. Mather, Washington Thatcher, Wm. C. Van Vechten, Elijah D. Williams and James Munro might be trustees of the said academy by the name of The Munro Academy of Elbridge.

Know ye that we, the said Regents, having inquired into the said allegations contained in the instruments aforesaid and found the same to be true, and it having been made to appear to our satisfaction that the said academy is endowed with suitable academic buildings, library and philosophical apparatus, to the value at least of \$2,500, and conceiving the said academy calculated for the promotion of literature, do by these presents, pursuant to the statute in such cases made and provided, signify our approbation of the incorporation of the said John Munro [and others as above], by the name of the trustees of the Munro Academy of Elbridge, being the name mentioned in and by the request in writing on condition that the said endowments shall never be diminished in value below \$2,500, and that the same shall never be applied to purposes other than for public academic instruction. In testimony whereof we have caused our common seal to be herewith affixed the 23d day of April, in the year 1839.

JAMES KING,
Chairman.

GIDEON HAWLEY,
Secretary.

At a meeting of the trustees of Munro Academy on the call of the senior members of the board, being the first meeting under the charter which was recently granted by the Regents of the University of the State of New York, held at the academy buildings, in Elbridge, on Saturday the 6th day of July, A. D., 1839, present Medad Pomeroy, Jeremiah B. Evarts, Squire M. Brown, Wm. Ranney, John Rice, Reuben Farnham, Abram Hall, Hiram F. Mather, Washington Thatcher, Wm.

C. Van Vechten, Elijah D. Williams, whereupon Rev. Medad Pomeroy being the senior member of the board present at the meeting took the chair and Reuben Farnham, Esq., was appointed secretary *pro tem*.

It was then announced to the board of trustees by Hiram F. Mather, Esq., that on Friday the fifth instant at fifteen minutes before seven o'clock P. M., our esteemed fellow-citizen, Nathan Munro, Esq., a member of the board of trustees and sole founder of the academy, departed this mortal life in the full possession of his reason and power of speech.

It was also announced to the board that in addition to the original grant of the academic site and buildings, library and apparatus contained in the application to the Regents of the University on which the charter was granted, the deceased, founder of the academy, by his last will and testament made a further endowment to the same by enlarging the academical site and by a bequest of \$20,000 as a permanent fund for the support of the school, payable immediately after his decease. It was, therefore, unanimously

Resolved, That we highly appreciate the enlarged views of the subject of education entertained by the deceased, founder of this institute, evinced both by the original foundation and by the subsequent munificent endowment just made known to us and by which we cherish the confident hope that his name and memory may be embalmed in the recollection of future generations to the end of time.

Resolved, That the surviving members of this board feel deeply sensible of the great and unexpected responsibilities devolved upon them by an overruling providence, to meet which responsibilities they earnestly ask wisdom and grace from God.

Resolved, That the board adjourn to the thirteenth day of July, instant, to meet at the academic rooms.

July 13, 1839.

The board met pursuant to adjournment, John Munro, senior trustee, in the chair.

On motion of R. Farnham the board proceeded to elect a president.

John Munro receiving a majority of the votes was declared elected; James Munro was elected secretary and Hiram F. Mather treasurer.

BIOGRAPHICAL SKETCHES.

It may not be amiss to refer briefly to the Munros who have held responsible positions in connection with the academy from its earliest organization.

DEACON SQUIRE MUNRO.

Deacon Squire Munro, a native of Massachusetts, came with his family to the town of Camillus, now Elbridge, in 1799.

NATHAN MUNRO.

The Munro Academy was founded by his son, Nathan Munro, who was born at Cheshire, Mass., and died at Elbridge, July 5, 1839, aged forty-nine years. In 1835 he endowed the academy. It was incorporated in 1839. At his death he left the sum of \$20,000 as a perpetual fund that all within its reach might avail themselves of the advantages of a liberal education, surrounded by the wholesome restraints of home discipline. He was an enterprising citizen, and much respected for his zeal in educational interests and devotion to religious principles.

JOHN MUNRO.

John Munro, the brother of Nathan Munro, was appointed the first president of the board of trustees in 1839, and served acceptably until his death in 1860. He was a man universally esteemed for his benevolence and ready sympathy with the unfortunate. He was born in Cheshire, Mass., March 26, 1780, and died in Elbridge, N. Y., March 13, 1860.

JOHN RICE.

John Rice, Esq., the second president of the board of trustees, was duly elected October 6, 1860, to fill a vacancy caused by the death of Deacon John Munro. John Rice was born at Cheshire, Mass., January 8, 1799, and died at Elbridge, June 20, 1875. He came to Elbridge in 1820. By diligence and economy he gained a competence. By unswerving integrity and fixedness of purpose he maintained the respect and confidence of his fellow-men. He was untiring in his efforts to enlist the sympathies of all in behalf of the academy, being himself present at all the literary as well as business meetings. He attended the meeting of the Public Lyceum on Tuesday evening, on which evening he was stricken down by the malady that caused his death on the following Sabbath. He was one of the few trustees of our academies that subject themselves to the trouble and expense of attending the University Convocation held yearly at Albany.

THE MUNRO COLLEGIATE INSTITUTE.

In 1854, the trustees erected the building known as "The Munro Academy." This academy stands in an open landscape, and is surrounded by trees, which, with the irregularity of the plan and outline of the structure itself, contribute to its picturesque effect. Its general form is an octagon, from which project four arms, forming a cross. One of the arms at the right is connected by a hall with a large oblong division, projecting at the front and rear. The material is brick with stone dressings.

From the elevations it will be noticed that the external walls are enriched with heavy base moldings, buttresses and turrets at the corners of all the parts — visible at the front and ends. The windows of the chapel extend across two stories, and have pointed caps, while the caps of all the others are square. The gables contain quatrifoil windows, and the walls are furnished with a molded cornice. The tower is chamfered in the third stage so as to be carried up in an octagonal form; it is pierced with lights on every side, and terminated with battlements. The main entrance is in the tower, which serves in the first story for a porch, and opens into the principal hall containing the stair-case. Doors at the right and left communicate with two spacious school rooms provided with desks. In the second story, the whole of the left portion of the structure is occupied by the chapel, which extends through the third story, and is a cross in plan. The front is occupied by the platforms and desks, and there are entrances on both sides. The windows of the front and rear are triplets, filled with small diamond lights, as are also the other windows. In the portion of this story at the right there are several apartments suitable for library, cabinet, philosophical apparatus and recitation rooms.

In 1859, the trustees further improved the academy by the elegant completion of the chapel, at an expense of about \$1,000, and placed at the east end a marble tablet bearing the following inscription:

To the memory of Nathan Munro, who was born at Cheshire, Mass., and died at Elbridge, New York, July 5th, 1839, in the 49th year of his age.

In 1835 he endowed the Academy which in April, 1839, was incorporated and called after his name; and at his death gave to it as a perpetual fund \$20,000. From the income of this fund and the sale of the old academy property, the Trustees in 1854 erected this edifice.

LIBRARY AND CABINET.

There is a library of nearly 1,000 volumes connected with the institution, to which the students may have access under the direction of the principal. The laboratory is supplied with some excellent apparatus. There is also a well selected and valuable cabinet of minerals.

THE COURSE OF INSTRUCTION.

The course of instruction includes an English course embracing five years, or a classical course embracing three years.

The classical department, ancient and modern, is well sustained, embracing more than half of the whole number of pupils in attendance. The academy is regarded as in many respects one of the best fitting schools in the country.

The great number of graduates who have already attained eminence

in the pulpit, at the bar, and as educators, is a proof that the merits of the school have been well attested.

LITERARY SOCIETIES.

There have been for many years various literary societies connected with the academy, the exercises consisting of debates, essays and criticisms. The ladies' literary society was for many years an attractive feature of the academy.

The gentlemen's M. C. I. Club continued in successful operation until the spring of 1873, when the present lyceum was organized, admitting ladies and gentlemen on precisely the same footing. The exercises of each meeting consist of music, declamations, recitations, a lyceum paper and an extempore debate.

STATISTICS OF ATTENDANCE AND OF INCOME FROM TUITIONS AND THE LITERATURE FUND, AT MUNRO COLLEGIATE INSTITUTE, FOR THE LAST TWENTY YEARS.

YEAR.	Students.	Tuition money received.	Moneys received from Regents.	Teachers' class.
1857.....	184	\$549 39	\$191 00	\$160 00
1858.....	207	1,003 00	182 40	200 00
1859.....	211	1,326 00	289 70	200 00
1860.....	217	1,276 00	291 77	.....
1861.....	215	1,322 00	312 10	200 00
1862.....	239	1,505 00	341 49	200 00
1863.....	233	1,384 00	339 86	200 00
1864.....	236	1,721 00	342 64	200 00
1865.....	262	1,955 00	324 80	200 00
1866.....	259	2,090 00	438 35	200 00
1867.....	218	1,755 00	466 74	200 00
1868.....	163	1,423 00	333 70	200 00
1869.....	156	1,285 00	253 39	200 00
1870.....	143	1,292 50	310 74	200 00
1871.....	141	1,291 50	322 76	200 00
1872.....	112	824 00	393 94	200 00
1873.....	115	649 00	1,168 11	340 39
1874.....	123	815 00	217 00	200 00
1875.....	143	1,100 00	... ..	.....

SUCCESSION OF OFFICERS OF THE BOARD OF TRUSTEES.

Presidents.

Deacon John Munro was elected July 13, 1839.
John Rice, Esq., was elected..... Oct. 6, 1860.
Hon. Luke Ranney was elected Oct. 4, 1875.

Secretaries.

James Munro was elected July 13, 1839.
Hon. Luke Ranney was elected Oct. 27, 1869.

Treasurers.

Hiram F. Mather was elected.....	July 13, 1839.
Squire M. Brown was elected.....	April 13, 1842.
W. C. Van Vechten was elected.....	June 27, 1849.
Elijah D. Williams was elected.....	Dec. 28, 1853.
L. B. Bennett was elected	Oct. 27, 1869.
John Munro was elected.....	Oct. 14, 1871.

SUCCESSION OF PRINCIPAL TEACHERS.

1839, Lemuel S. Pomeroy, A. M., principal; Julia A. Fitch, preceptress.

1840-1844, Stephen W. Clark, A. M., principal; Elvira P. Cadwell, preceptress.

1845, Stephen W. Clark, A. M., principal; Catherine A. Coleman, preceptress.

1846, Jeremiah W. Wolcott, A. M., principal; Mary A. Ellis, preceptress.

1847, Jeremiah W. Wolcott, A. M., principal; M. F. Loring, preceptress.

1848-9, John H. Wilson, A. M., principal; M. F. Loring, preceptress.

1850, John H. Wilson, A. M., principal; Mary A. Casey, preceptress.

1851, John H. Kellom, A. M., principal; Mary A. Goddard, preceptress.

1852, John H. Kellom, A. M., principal; Louisa Powers, preceptress.

1853-4, David Burbank, A. M., principal; Mary L. Powers, preceptress.

1855, David Burbank, A. M., principal; Eliza A. Boss, preceptress.

1856, David Burbank, A. M., principal; Charlotte A. Birdseye, preceptress.

1857, John H. Wilson, A. M., principal, one term; Herman Sanford, two terms; Charlotte A. Birdseye, preceptress.

1858, Truman K. Wright, A. M., principal; Amanda Bunnell, preceptress.

1859-72, Truman K. Wright, A. M., principal; Martha B. Wright, preceptress.

1873-76, Truman K. Wright, A. M., principal; Laura M. Carpenter, preceptress.

CANISTEO ACADEMY.

By Principal WELLINGTON LA MONTE, A. M.

The above institution was chartered by the Regents of the University of the State of New York, A. D., 1868, and has been in successful operation for the past four years. The structure is brick, three stories, beautiful in architecture, commodious, situated on a small eminence overlooking a beautiful town of 2,000 inhabitants, located in a lovely valley near the head-waters of the Allegany, and west branch of the Susquehanna.

The founders of the institution had long felt the necessity of it as furnishing a means of instruction for those designing to teach in the common schools, and those wishing to pursue a higher course of study preparatory to entering upon the learned professions, as well as those preparing for a collegiate or university course. Among the movers and active workers by whose efforts the edifice was brought to a completion, and furnished with a fine library and a valuable chemical, philosophical and astronomical apparatus, Rev. L. F. Laine, M. Allison, L. A. Waldo, the Riddells, Burrells, Taylors, Easons and Stevenses deserve especial mention.

WATKINS ACADEMY AND UNION SCHOOL.

Mrs. C. A. Freer, wife of Hon. Geo. G. Freer, being the widow and heir of Dr. Samuel Watkins, left by her will the undivided one-sixteenth of her real estate for the endowment of an academy to be established in Watkins, naming as trustees of this fund Geo. G. Freer, Orlando Hurd and M. M. Cass. By the provisions of the will these trustees were to act during their pleasure or lifetime, and each was empowered to name his own successor, any vacancy occurring by default of such appointment, to be filled by the judge of the Supreme Court of New York for the judicial district to which Watkins may belong. The real estate was sold and the proceeds converted into cash, excepting one square acre of land in the central part of the village, which the trustees reserved as a site for the academy buildings.

Early in the year 1860 the academy was organized under the authority of the Board of Regents of the University of the State of New York, said board appointing as additional trustees Rev. F. S. Howe and Duncan S. Magee. The academy opened in April, 1860, with twelve pupils and the following faculty :

Rev. F. S. Howe, A. M., principal, but not teaching ; Prof. A. C. Huff, vice-principal, teacher of ancient languages and sciences ; Miss Mary Catlin, preceptress, teacher of modern languages and higher English ; Mr. Chas. T. Andrews, assistant teacher of English.

By an act of the Legislature, passed April 3, 1863, the present organization was effected, the district school and the academy being united in the Watkins Academy and Union School. The charter members, or trustees, were S. L. Rood, D. S. Magee, Daniel Howard, Rev. F. S. Howe, F. Davis, Jr., T. H. Abbey, Geo. G. Freer, Orlando Hurd and M. M. Cass, the three last named gentlemen being the permanent trustees of the endowment fund. The terms of office of the first three expired on the first Monday of January, 1865, of the second three on the first Monday of January, 1866. Vacancies are filled by election for three years at the annual school meeting on the first Monday of October preceding the vacancy.

The endowment fund has been all expended in fitting up buildings on the site above mentioned. The expenses of the school above the money received from the State, are borne by taxation. The tax has averaged \$5,000 annually.

The present board of trustees is as follows : L. M. Gano, president ; Orlando Hurd, treasurer ; Geo. G. Freer, M. M. Cass, M. D. Freer, F. Davis, Jr., B. W. Woodward, William Newman and Jno. M. Smelzer.

The faculty are S. S. Johnson, principal and secretary of board ; Fanny A. Munson, preceptress, modern languages ; Carrie S. Lewis, assistant teacher of common English ; Sarah M. Terrill, principal teacher in grammar school, fourth grade ; Nettie K. Remer, teacher in third grade ; Annie Smith, teacher in second grade ; Julia A. Mayer, teacher in first grade ; Ida Westerfield, teacher primary third grade ; Mary E. Duryea, teacher primary second grade ; Linda Drake, teacher primary first grade ; Julia A. Stanton, teacher north primary.

The whole number of pupils enrolled last year was 717. Average daily attendance 424. The whole number that have passed Regents' examination to date is eighty-seven.

Respectfully submitted.

L. M. GANO,
President of Board.

S. S. JOHNSON,
Secretary.

The following list of principals is copied from the first published report of the board of education :

A. C. Huff, from April, 1863, to March, 1867.
Jacob Berry, from March, 1867, to July, 1867.
J. Wadhams, from September, 1867, to July, 1868.
Edward Abbey, from September, 1868, to July, 1869.
J. L. Mack, from September, 1869, to February, 1874.
A. C. Pike, from February, 1874, to July, 1874.
S. S. Johnson, from September, 1874, to the present (1876).

DRYDEN UNION SCHOOL.

The records of the institution furnish the following notice :

TO ERASTUS ROCKWELL, *Trustee of School District No. 8, Dryden:*

The undersigned inhabitants of school district No. 8, in the town of Dryden, entitled to vote at any meeting of the inhabitants of said district, hereby call for a meeting to be held for the purpose of determining, by a vote of said district, whether a union free school shall be established therein, in conformity to the provisions of chapter 555 of the Laws of 1864.*

(Signed)

JOHN MILLER,
B. S. TANNER,
H. MARVIN and others.

In accordance with this request a meeting was called by the trustee, Erastus Rockwell, to be held on the ninth day of November following, at 6 P. M.

At this meeting the following resolution was adopted by the very strong vote of eighty-eight to twelve :

Resolved, That a union free school be established within the limits of school district No. 8, in the town of Dryden, pursuant to the provisions of chapter 555 of the Laws of 1864, and the amendments thereof.

This decided step was followed by another equally important, in the election of six trustees, Erastus Rockwell, William Fitch, Harrison Marvin, Geo. E. Goodrich, Merritt Baucus and Hiram W. Sears. Of this board, at the first meeting, William Fitch was elected president, which position he still retains, and Geo. E. Goodrich, secretary.

A special meeting was called immediately after the organization of the board of education, for the purpose of considering the proper measures toward securing accommodations for a graded school. A sharp contest was the result of the deliberations of this meeting. The issue which presented itself was whether to build a new edifice or to purchase the old academy property, which was then for sale. The new building alone was to cost from \$8,000 to \$10,000, whereas the academy premises could be purchased for one-half that sum. The latter was manifestly the more advantageous, and so a majority of the inhabitants decided.

The academy property, formerly owned by Jackson Graves,† was pur-

* The date of this notice is not given ; but it seems to have been in 1871. The Academic Department was received under the visitation of the Regents, Jan. 9, 1873.—[SEC'Y OF REGENTS.]

† Not an incorporated Academy.—[SEC'Y OF REGENTS.]

chased of him for the sum of \$4,149. This step, which was a disappointment to many, roused a spirit of opposition, which rendered the duties of the board very onerous. The building, which had been used for a boarding-school, was refitted throughout. New and modern seats were purchased, desks, black-boards and necessary apparatus generally, were supplied.

The district was exceedingly fortunate in the selection of a board in harmony with the progressive spirit of the age, and alive to the necessity of sparing no pains to make the school a success. Chas. A. Fowler, of Syracuse University, was the first principal elected. Although his way was hedged in by difficulties, yet, in conjunction with the board, he succeeded in bringing order somewhat out of chaos, during his stay of one year.

The purchase of organs for the use of the school, illustrates, perhaps, as well as any thing else, the bitter opposition which its friends had to meet. The principal asked permission to hire an organ for the use of his own room. This request was cheerfully granted, and the board immediately hired two other organs for each of the other departments on very favorable terms. The success of music as a method of discipline was so great that it was thought best to purchase the instruments for permanent use. As this was attended with considerable expense, some who would not understand the use of music in the school-room, nor listen to the logic of facts, bitterly opposed it. They even went so far as to write to the State department for instruction. The opposition was so earnest that the board decided not to raise the amount necessary for the purchase of the organs, by direct taxation, but rather by voluntary subscription, which was readily done.

This is but one instance of many that might be mentioned of the difficulties which the board was obliged to overcome in the earlier history of the school. But, nothing daunted, it kept steadily on in its purpose to make the school a success, and to force its merits upon the recognition of its patrons. This it has succeeded in doing. Opposition now to any of its measures is as rare as before it was frequent. The victory of the board in this respect has been complete. Its most bitter opponents at the beginning, are now its firmest friends. It has been a process of education on the part of some of its patrons that has not been altogether fruitless. For this result the district is under lasting obligations to the board of education.

Having filled the position with great acceptance for one year, Principal Fowler returned to the university to finish his course. In the spring term of 1873, F. J. Cheney was elected principal of the school. Soon after his election, at his suggestion, the board of education adopted two courses of study for the academic department, one a literary and

scientific, the other a college preparatory course. The opposition which has been met, and the expense of purchasing and repairing the school property, have prevented any very liberal provision for apparatus, which is necessary to obtain satisfactory results in teaching science. A laboratory well supplied seems to be the great desideratum of many of our higher schools.

A large proportion of our pupils are patronizing the classical course, thereby obtaining that mental discipline and that accurate knowledge of history which must always be wanting in a purely scientific course.

The marking system has been introduced with satisfactory results, it having been found to be an impetus to study, which the mere love of study does not give to pupils of the age usually attending our union school and academies.

All pupils are required to attend chapel exercises. The moral influence of these exercises upon the discipline of the school is incalculable.

A large proportion of the pupils taking higher studies, both in the classics and sciences, are females. The scholarship of these is fully up to that of the males, if not above. Although the age and number of such pupils over whom we have had jurisdiction may not justify us in reaching a final conclusion in this matter, yet our experience thus far leads us to affirm that woman, with equal advantages, is able to cope with man in hard mental labor. That system of education which debars her from the highest studies of the most extended course upon equal terms with man, must eventually yield to that higher and better sentiment of equality among all men, lying at the foundation of our institutions.

In the government of the school corporal punishment is not resorted to, except in extreme cases, and then usually among pupils in the lower departments. Suspension and expulsion have been found to be sufficient in most cases for the highest discipline. In the discipline of the school the pupil's sense of honor has been appealed to, rather than his sense of fear, and with marked success.

In the opinion of its friends, Dryden Union School is doing a work in this community which no other agency could accomplish, and they are fully determined that it shall not fail for want of support.

GRIFFITH INSTITUTE.

By Rev. JOHN A. WELLS, A. M.

This institution is situated in the village of Springville, in Erie county, N. Y., constituting, at present, the academic department of Springville Union School. It commenced its existence under the corporate name of Springville Academy, March 19, 1827. The original subscription for the building was commenced December 14, 1825, in fifteen dollar shares, to be binding when \$2,000 should be subscribed; one-third of each subscription to be paid in grain by the 1st of March, 1826, one-third in saleable young cattle by the first of September, and the other third in cash, one-half of which was to be paid by the 1st of June, 1826, and the other half by the 1st of January, 1827.

Payments came in slowly, so that it was not till the fall of 1830 that the building was completed for the opening of the school. The building was a substantial brick structure, which served its purpose well for nearly forty years. There were 152 shares taken, amounting to \$2,280, subscribed by eighty-seven persons, only four of whom are believed to be now living. Two of the original trustees yet linger among us.

An admirable code of by-laws was adopted for the regulation of the school, one that plainly shows the staunch Puritan sentiment which prompted the enterprise and administered discipline to the youth assembled in this school in its early days. One of the rules was: "In a reasonable time after the *horn blows* every student must be at the academy, and no ordinary excuse will be received for delinquency." The first principal was H. H. Barney. He was a good teacher and rigid disciplinarian. The academy was made subject to the visitation of the Regents of the University of the State of New York in 1830.

The value of the property of the academy, as reported to the Regents of the University in December, 1832, was \$3,436. The amount received from the State that year was \$222.22. In the earlier years of its existence the academy was severely embarrassed in its finances.

The gentlemen who have served the institution as principals, succeeded each other in following order: H. H. Barney, 1830 to 1833; Lorenzo Parsons, 1833 to 1838; Edwin E. Williams, 1839 to 1841; A. C. Huestis, 1841 to 1844; E. C. Hall, one year; Wm. C. Mosier, one year; J. W. Earle, three years. Moses Lane commenced his labors as principal the

first of January, 1850, and continued three years. Ezekiel Cutler and Eden Sprout held the office of principal each one year from 1854; Wm. S. Aumock was principal from 1855 to 1858. In 1857, in compliance with a general public sentiment that it would be for the good of the academy to have it under the care and patronage of some religious denomination, a vote was passed to confer with the authorities of both the Presbyterian and Methodist churches. The result was an agreement by which the control of the academy in the nomination of its teachers was given to the Genesee conference of the Methodist church. The trustees agreed to keep the building and appurtenances in good repair, and the conference on their part to give the academy the support and patronage of the Methodist church. The conference, by a commission chosen for that purpose, had the right of nominating the teachers, subject to approval of the board of trustees. The plan was subject to the approval of the Regents of the University. The stockholders were to have the same rights of property in the academy after the transfer as before. The Regents approved the arrangement. It went into effect in the fall of 1858, and Rev. David Copeland was appointed principal. Under his administration the institution seemed prosperous.

A subscription was commenced in the spring of 1865, in accordance with a vote of the trustees, March second, to rebuild the academy. The sum named as necessary to complete the work was \$5,000. During the following year the academy building was enlarged by the addition of a front twelve feet deep and thirty wide, supporting an elegant steeple, and by carrying up the walls to form a third story, which was finished as a chapel.

In consideration of the gift of \$5,000 by Archibald Griffith, Esq., the corporate name was changed in 1866 to "Griffith Academy," and afterwards to "Griffith Institute."

Mr. Griffith afterwards bequeathed his entire property, after providing for his heirs, amounting to nearly \$11,000, as a permanent fund to Griffith Institute, to be used mainly for the free education of orphan and indigent children of the town of Concord, in which the village of Springville is situated.

Rev. A. McIntyre and Rev. C. R. Pomeroy were principals for short periods from 1866 to 1868, when Rev. Wm. H. Rogers was appointed to the charge of the institute. In 1870, Rev. A. R. Wightman was appointed principal.

At a meeting of the board of trustees, held July 5, 1873, the following preambles and resolution were unanimously adopted:

"Whereas, At a meeting of the board, held on the 22d of March, 1873, it was resolved that the agreement heretofore made between the board of trustees of the Springville Academy and the Genesee confer-

ence of the Methodist Episcopal church, terminate at the close of the present academic year, ending July 31, 1873 ; and

Whereas, Efforts have been made to circulate and enforce the belief that the said resolution was adopted in the interest and through the influence of the special friends of another religious denomination ; therefore,

Resolved, That it is equally due to this board and to the said conference, that it be made known to the public that the said resolution was adopted after a full, frank and friendly consideration of the same, by a decided majority of the board, and without any opposition ; that there was no thought or intention on the part of any member sustaining the resolution to further or favor the interests of any other religious denomination, that it was adopted with the most friendly feeling toward the conference and the denomination which it represents, and from a full conviction that its adoption was called for by a decided majority of the friends of the institution.

The trustees proceeded to take the entire charge of the institute. John W. O'Brien, a graduate of Hamilton College, was chosen principal, and held the office two years. He was succeeded by S. W. Eddy, also a graduate of Hamilton College.

In 1876, Griffith Institute was, by special act of the Legislature, united with Springville Union School, as the academic department of the same.

Of the men who have served the institution as trustees with great usefulness and honor to themselves, most of whom are now dead, an honorable mention should be made of Samuel Lake, R. C. Eaton, Carlos Emmons, Pliny Smith, C. C. Severance and Samuel Cochran. Among the lady teachers, Harriet N. Murray, Ann L. North, Salina Johnson, Phebe Starkweather, Jennie M. Brownell, Mary M. Campbell, Sarah O'Brien, Libbie Mayo and Fanny Sherman deserve special and honorable mention on account of the length of time they have served, and their efficiency as teachers.

Many students of this institution have achieved an honorable position in society, among whom are Hon. Wells Brooks, now deceased, President D. H. Cochran, L.L. D., of Brooklyn ; Ex-Governor Gibbs, of Oregon ; John H. Bensley, president board of trade, Chicago ; Hon. A. G. Rice, of Buffalo ; Judge Albert Haight, of the Supreme Court and Judge A. D. Scott and Senator C. P. Vedder, of Cattaraugus county.

JAMESTOWN UNION SCHOOL AND COLLEGIATE INSTITUTE.

LOCATION AND SETTLEMENT OF THE TOWN.

Jamestown, the seat of this institution, is located in Chautauqua county, near the foot of Chautauqua lake. It is delightfully situated on both sides of the outlet to the lake, and is about 1,300 feet above the level of the sea. The outlet is navigable for all steamers running on the lake, to the limits of the village. It is on the line of the Atlantic and Great Western railroad, about thirty miles from its junction with the Erie railway at Salamanca, and it is also the present terminus of the Buffalo and Jamestown railroad.

The village has a population of about 8,000, having nearly doubled the number of its inhabitants during the last ten years. Its rapid growth is due in part to the system and management of its schools, and the large and varied manufacturing interests, as well as to the general thrift and enterprise of its citizens. Among the leading enterprises of the place, are two large wood seat and one cane seat chair manufactories, two iron foundries and machine shops, two sash, door and blind factories, two piano factories, one ax and edge tool factory, three wholesale furniture manufactories, one woolen mill and one of the very few alpaca mills in the country.

The first settlement was begun, and the first house built, in 1810, by Mr. (afterwards Judge) James Prendergast, for whom the town was named. In 1805, he came with his family from the eastern part of the State, traveling over parts of Kentucky and Tennessee, but finally returned to make this his permanent home. In 1815 a survey was made, and the land laid out in village lots for the accommodation of the many settlers arriving from the east. It was at this time that the name "Jamestown" was given in honor of the first settler. It was incorporated by act of the Legislature in 1827, and was the first village in the county on which corporate powers were conferred. Although distant from larger towns, and central routes of travel, it grew and prospered largely by means of its lumber trade. The magnificent forests of pine, covering the hills and valleys, were leveled to the ground, manufactured into lumber and shingles in the water-mills of the outlet, and then sent on its rushing waters to the Connewango, through the Allegany river, and on to the promising markets along the banks of the Ohio.

The early settlers were of the better class from the eastern part of this State, Vermont, Massachusetts and Connecticut. It was hence

quite natural that they should take a deep and abiding interest in the education of their children and youth.

CHARTER OF JAMESTOWN ACADEMY.

For the purpose of carrying forward the project of improving the facilities for educating the youth of the village and vicinity, a stock company was formed in the winter of 1835-6, and application made to the Legislature for a charter, which was granted April 16, 1836.

During the next session of the Legislature, in 1837, the trustees of the Jamestown Academy were authorized, in their discretion, from time to time, to increase the capital stock of said academy from \$3,000 to a sum not exceeding \$10,000.

ORGANIZATION OF THE BOARD OF TRUSTEES.

The first meeting of the board of trustees of the Jamestown Academy, after the act of incorporation was passed, was held at the office of Samuel A. Brown, Esq., on Tuesday, the 5th day of May, 1836; at which meeting Elial T. Foote was chosen president of the board; Abner Lewis, secretary; and Samuel A. Brown, treasurer. At a subsequent meeting of the board, held on the 26th day of July, 1836, the following resolutions were adopted, viz.:

Resolved, That the site of the academy be located on lots Nos. 12, 13 and 14, on the east side of Spring street, and on the south side of Fourth street.

Resolved, That a building committee consist of three, and that Woodley W. Chandler, Samuel Barrett and Elial T. Foote be said committee.

Measures were immediately taken for the erection of a suitable building, and in about one year from the time the work was commenced, it was so far completed that Mr. Lysander Farrar (since of Rochester), who had been appointed principal, removed his school into it. Previous to the organization of the academy, a classical school, in which the languages, mathematics and the higher branches of an English education were taught, had been maintained, with some interruption, for several years in the village of Jamestown. This school, at the time the act of incorporation was passed, was under the charge of Mr. Farrar, who had entered heartily into the project of a regularly organized institution, and had rendered efficient aid in its accomplishment.

CARE OF THE REGENTS OF THE UNIVERSITY.

At a regular meeting of the board of trustees, held on the 18th day of January, 1839, resolutions were adopted placing the academy under the care of the Regents of the University; and at the same meeting an application and report to the Regents, which had been prepared by President Foote, was also adopted. The application having been favorably received, the academy, from that time to its incorporation with the

academic department of the Union School and Collegiate Institute, received its share of the literature fund.

COURSE OF STUDY AND MODE OF INSTRUCTION.

Although the courses of study were not laid down in terms and years, the studies were so arranged that persons who desired could pursue a regular course in any of the departments. The course of study in the Latin and Greek languages included all that was required for admission into any college in the United States. The department of natural science was for several years under the charge of G. W. Hazeltine, M. D., who possessed a high reputation as a teacher and lecturer.

From the time of the first opening of the institution to its incorporation with the union school in 1866, the Jamestown Academy prospered beyond the anticipations of its most sanguine supporters. Its success was largely due to the untiring efforts of Prof. Edward A. Dickinson, who was for many years its honored principal.

ORIGIN OF THE JAMESTOWN UNION SCHOOL AND COLLEGIATE INSTITUTE.

The first meeting in relation to the union school was called in response to a petition of the inhabitants of districts Nos. 1, 2, 3, 6, 10 and 16, of the town of Ellicott, and held at Jones' Hall, on Monday the 13th day of July, 1863. The purpose of the meeting was to determine by a vote of these districts whether a union school should be established therein, in conformity to the provisions of chapter 433, of the Laws of 1853. A resolution to establish such a school was adopted by a vote of more than two-thirds of those present, entitled to vote. At a subsequent meeting, held at the same place July 24, 1863, the following named gentlemen were duly elected to serve as a board of education, viz.: Wm. H. Tew, S. W. Parks, A. R. Catlin, Alexander Sheldon, Wm. Wilson, DeForest Weld and Rev. S. W. Roe.

At a meeting held on the first day of August, 1863, at the office of W. H. Tew, the board of education organized by electing W. H. Tew president, and S. W. Roe clerk. Mr. Robert Newland, of the Chautauqua county bank was unanimously elected treasurer for the board. At this meeting measures were taken for the purchase of a lot on which to erect buildings suitable for the proper conducting of the school, and at a subsequent meeting of the inhabitants of the district, held at the usual place, August 24, 1863, the resolution to purchase the Pier property, between Second street and the outlet, including ten acres, more or less, was adopted, and at an adjourned meeting held August twenty-eighth, the board of education were instructed to complete the purchase of the Pier property. They were also authorized to raise by tax in installments such a sum as was deemed necessary for the erection of union school buildings, the whole amount not to exceed \$10,000. From

time to time, however, different sums were added to this, until the structure was finally completed at a cost of about \$70,000, well and judiciously expended.

For the two years succeeding the organization of the board of education, the schools were maintained and conducted by competent instructors, in the buildings formerly occupied by the districts before their consolidation. The academy being yet in the care of its board of trustees, there were no buildings or rooms at the command of the board of education suitable for bringing the schools together and grading them. In the meantime, the new building was progressing under the personal supervision of Aaron Hall, Esq., a most thorough, experienced and competent architect and builder.

OPENING OF THE UNION SCHOOL.

In the summer of 1865, the demand for a more perfect organization of the school became imperative. Some steps had been taken toward securing the academy by uniting it with the union school, but up to this time without success. It was therefore determined by the board of education to open the grammar and high school departments in rented rooms, early in September. With this end in view, at a meeting of the board held July ninth, it was resolved to tender the situation of principal to Prof. Samuel G. Love (formerly of the Buffalo public schools, and later principal of Randolph Academy), which he shortly afterwards accepted, and prepared to enter upon his duties.

It is but just to say here, that Mr. Love had often been in consultation with the board of education during the last two years, giving freely and fully his views in regard to the construction of buildings, and the organization and conducting of the schools. He had early said to a prominent member of the board that he had an ideal of a school for the people, which from necessity he had failed to realize both in Buffalo and Randolph, and that if he should ever take charge of the schools of Jamestown, it would be with the purpose of developing as fully as possible that ideal. The firm and unwavering support of the board of education, always fully and generously accorded him, together with the competent instructors associated with him, furnishes the key to the past success of the schools, their present prosperous condition, and the bright hopes looking towards their future achievements.

On the twelfth day of September the schools were opened; the primary and second departments, or the six lowest grades, retaining the district school houses as formerly; and the grammar and high school assembling in Jones' Hall. In all they numbered about 250, which was considered a large attendance. The pupils in the hall were examined, classified, and sent to their respective rooms. The junior grammar class numbered about thirty-five, the middle about forty, and the senior about

thirty; a very few of the last class taking the higher branches. But the school grew in numbers from day to day, and before the close of the first term it was necessary to engage additional rooms; and at the opening of the winter term it became evident to the board that rented rooms would not suffice for the growing interests of the school.

INCORPORATION OF THE ACADEMY WITH THE UNION SCHOOL.

The trustees of the academy had steadily refused to surrender the control of the institution under their care. It was endeared to them by a long, watchful and somewhat expensive oversight. It had done much for their sons and daughters, and could do as much for others. Not being in full sympathy with the progressive views of education now growing rapidly in public favor, they could not sanction any steps towards a union with them. They did, however, at a meeting held August 15th, 1865, adopt the following resolution, viz:

Resolved, That a proposition be made to the board of education of the Union School of Ellicott, to unite in procuring an act, by which the academic scholars in that school may be instructed in the academy on such terms as may be mutually agreed upon, and that the president, secretary and Mr. Barrett be a committee to present the proposition to the board of education, and to take such steps as may be necessary to carry it into effect.

The proposition was a fair one, and, while no reasonable person could reproach the board of trustees for refusing to surrender their control of the institution, on the other hand the board of education, believing that a majority of the stock in the academy duly represented would favor the proposition for a union, determined to accept no terms short of that object. Accordingly, at the annual meeting for the election of a new board of trustees, held January 9th, 1866, those stockholders who were friendly to the Union School rallied and elected a board as follows, viz: Wm. H. Tew, Ellick Jones, Wm. Broadhead, S. B. Winsor, A. A. Price, A. H. Loucks, Lewis Hall, R. W. Arnold, Silas Shearman, Nathan Brown and D. H. Grandin. On the thirteenth of January these gentlemen met at the office of Wm. H. Tew and elected their officers as follows, viz: Silas Shearman, president; Lewis Hall, secretary. Again, on the twenty-seventh of the same month, they met at the same place and adopted the following resolution, viz:

Resolved, That this board of trustees pass over, or transfer the Jamestown Academy property to the board of education of the Union Free School No. 1, of the town of Ellicott, whenever this proposition shall be accepted by a vote of said district.

Finally, at a special meeting of the union school district on the twenty-third of March following, called pursuant to notice duly given, it was resolved to accept the proposition of the board of trustees, and "that

the said academy be hereafter known as the Academic Department of the said Jamestown Union School and Collegiate Institute." The board very soon took possession, and the third term of the academic department was completed in the academy building. It continued its sessions therein until August, 1867, when the new building was finished and ready for occupation.

DEDICATION OF INSTITUTE HALL AND THE NEW BUILDING.

It was deemed advisable by the board of education and other citizens that the new building should be dedicated with appropriate ceremonies, to the purposes for which it had been constructed with so much care and expense. Accordingly, on the 20th of June, 1867, at 2 o'clock, P. M., a large audience of citizens and strangers assembled in the hall of the building to listen to the following order of exercises, viz:

1. Organization by S. S. Cady, president board of education.
2. Music.
3. Reading of Scripture.
4. Prayer.
5. Music.
6. Remarks by Governor Fenton and others.
7. Song and chorus, "The Empire Schools are Free."
8. Dedicatory address by Hon. F. W. Palmer, of Des Moines, Iowa.
9. Benediction.

In the course of his remarks, Principal Love, by direction of the board of education, named the structure "The Institute Building," and the hall "Institute Hall." C. E. Bishop, Esq., editor of the Jamestown Journal, was called for, and on behalf of the Jamestown Lecture Association, presented to the library of the J. U. S. & C. I., a complete set of Appleton's New American Cyclopedic, together with other valuable books. The remarks of Gov. Fenton were timely, appropriate and impressive throughout. The excellent address of Hon. Frank Palmer was listened to with intense interest by the large audience of men and women, who had known him as boy, youth and man, and with generous pride had seen him achieve honorable distinction in the world.

The day will long be remembered by the friends of education in Jamestown and vicinity. A full account of the proceedings were published in the *Journal* and *Democrat* the following week.

THE BUILDINGS.

It was the purpose of the board originally to build large enough to accommodate the pupils of the entire district in the one building, and hence they were directed at one of the school meetings to sell the property that belonged to the respective districts. Before the new building

was completed, however, it became apparent to all that it must be devoted entirely to the use of the grammar and high schools. But some of the district school sites having by this time been sold, it was determined to divide the union school district into sub-districts, having regard to location and amount of school population. The original number into which it was thus divided was five; at present there are seven. Each of these sub-districts is (or is to be) supplied with buildings having seating room for 200 to 400 pupils.

The institute building is of brick, and stands on the ground about sixty-two by 100 feet. It is four stories high, above the basement, the fourth being under the Mansard roof. The front part of the basement floor contains the heating room, the water tank and the working room for the janitor. The rear half is divided into two school rooms, with corridors on two sides. The first floor has four schools, separated by cross corridors; and the second floor the same, making ten school rooms in all, with a seating capacity of about 550. In addition to the four school rooms on the first floor, there is one recitation room, and on the second floor, two and an office for the superintendent and board of education, in which the circulating and reference libraries are kept. The third floor is occupied entirely by the hall and passageways, the seating capacity of which, including the galleries, is about 1,300. The fourth floor contains the commercial school room and banking office attached, a laboratory, with furnace, water and sand baths, with lumber room attached, a cabinet of natural history, a drawing room, two music rooms, in one of which the documentary library is kept, and a printing office, with two presses and several fonts of type and material. These rooms are all in daily use by teachers and scholars pursuing the regular duties of the school.

THE SCHOOL.

It is claimed that the institution is *sui generis* both in its organization and methods of work, and also in the extent and variety of culture offered to its members. No effort, pains or expense has been spared by the board of education or principal, to adapt the organization to the best modern systems and to supply the school with every needed appliance for general and special work.

The libraries together contain more than 1,500 volumes in constant use more or less by teachers, scholars and citizens. The apparatus is large and varied, and is extensively used in teaching the experimental sciences. The cabinet contains a large number of geological and mineralogical specimens, classified and arranged for the purpose of instruction, and a well assorted selection of birds and animals put up by experienced taxidermists for the same purpose. There are five pianos belonging to the institution, including one first-class Steinway grand. The apparatus

in the department of physical culture consists of most of the implements in general use in teaching light musical and heavy gymnastics. In the printing room, all the printing is done for the school and the board of education by pupils taught to set type therein.

There are three literary courses of instruction, viz.: An English academic course of three years, a classical academic course of four years, and a college preparatory course of three or four years: The following special course of instruction should also be mentioned, viz.: The commercial, which includes an actual business course, conducted on a money basis, the student buying and selling merchandise at the real market value, for cash, note, draft, on account, etc. He also acts as commission merchant, receiving and shipping goods to be sold on commission. The normal department, conducted with special reference to the wants of those persons who propose to engage in teaching. The student in this course must hold an academic certificate and be a working member of the department one year. The department of instrumental music, requiring instruction and practice four or more years, depending upon the proficiency of the pupil. The department of drawing and painting, giving a complete systematic course of lessons (object and copying), in pencil, crayon, perspective, water colors and oil painting, the time occupied depending upon the proficiency of the student; and the department of physical culture, requiring daily exercise in all the movements, evolutions and attitudes, until a sufficient degree of perfection is attained to enable the pupil to teach the subject himself. Each of these departments is supplied with one or more competent instructors, and all the apparatus required.

At the conclusion of any of the above named courses of instruction, the student, on passing the required examination, receives an appropriate diploma from the board of education.

OPPOSITION TO THE UNION SCHOOL.

Lest it should be inferred from the foregoing brief history of the origin and progress of the J. U. S. & C. I., that there were no opposing elements in the field, it is due to all interested that the following should be stated :

The opposition from the first was earnest, determined and well organized. The efforts made to prevent its establishment were neither weak nor foolish. They had their foundation in the experiences of the past, and fears for the future welfare of the village, if so radical a change should be effected. A portion of those opposed to the movement were afraid of the expense. The country was in the midst of a terrible civil war. Men and money were constantly demanded by those in authority to save the life of the nation. Every dollar must be treasured and held

in readiness for this all-important purpose. Another class were entirely satisfied with the present condition of things. The schools were acceptable to them, the instructors capable and faithful. If the youth of the districts and vicinity desired better advantages than these schools offered, there was an academy in their midst, with open doors ready to receive them. Still another class of the people feared that any change would be for the worse. It would be folly to give up good schools for those untried, and unlikely to meet with success. And yet another class were opposed to the free school system as unjust and oppressive. They had educated themselves in their youth, had also paid for the education of their children, who were just stepping out from the paternal home, and now to be called upon to pay an annual tax for the education of all the children and youth in the village, was nothing more nor less than rank injustice.

All their arguments, however, though seconded by well-directed efforts, were of little avail. The friends of the movement answered them as best they could, relying mainly on faithful co-operation to accomplish the object in view. As the work progressed, opposition gradually diminished. The taxes were somewhat burdensome, but the increased value of property, the rapid growth of the town, and the greatly improved advantages for education and culture to the children and youth, more than compensated for all the expense, and satisfied many of the most determined opponents that the project was conceived at least in wisdom, and after the school was fully organized, and all the departments were at their legitimate work, most of the opposition disappeared. Now but few, if any, individuals can be found who are not ready and willing to grant a liberal supply for all its wants.

THE ALUMNI ASSOCIATION.

Early in the history of the institution it was deemed advisable that something should be done to secure a living, active interest in the welfare of the school, and, if possible, to strengthen their attachments to the Alma Mater of those who should complete a course of instruction therein. They would go out from it to enter upon business and professional careers. Many would remain within the sphere of its influence, and would soon be called upon to assist in its management and control. To aid in accomplishing this object a society was formed, consisting of the graduates of the school, the teachers and the members of the board of education. The first steps towards its organization were taken at the close of the commencement exercises in 1869. During the following year the organization was perfected, and it was named the Alumni Association of the J. U. S. & C. I. By the terms of the constitution, the annual election of officers takes place on the second Tuesday in

April. The exercises are an anniversary address at Institute Hall on the evening previous to commencement day. On the afternoon of that day the association repair, by steamer, to some one of the hotels on the lake, where the exercises are continued by a report of the necrologist, a poem, by the poet of the year, and a chapter of the history, by the historian, each having been duly appointed for the duty named. Dinner is announced at 4.30 P. M., concluding with toasts and a general social re-union.

The officers for the centennial year are C. B. Winsor, class of '68, president; F. B. Farnham, class of '68, Flora M. Shearman, class of '69, Louis K. Jones, class of '68, vice-presidents; Ida M. Farlee, class of '72, recording secretary; C. F. Vanderburg, class of '69, corresponding secretary; Marion P. Hatch, class of '69, treasurer.

Table showing the Attendance, Income from Tuition and the Literature Fund ; also, the Number of Graduates at the Academic Department of the Jamestown Union School and Collegiate Institute.

YEAR OF REPORT.	Attendance.	Number who received Regents' certificates during the year.	Tuition received of non-residents.	Literature Fund.	LIST OF GRADUATES.						
					Classical academic course.	English academic course.	College preparatory course.	Commercial course.	Normal course.	Instrumental music course.	Physical culture course.
1866.....	51	84	\$140	.....	..	..	..	..	..	..	..
1867.....	75	80	1,100	\$108 50	..	..	..	..	..	..	..
1868.....	124	116	2,150	222 43	..	..	3	6	..	..	14
1869.....	199	104	2,900	485 38	1	8	2	19	..	..	13
1870.....	309	69	3,050	401 59	..	5	1	18	..	..	12
1871.....	310	90	2,800	701 83	..	13	1	16	..	..	15
1872.....	255	39	2,850	918 42	..	10	..	9	..	..	10
1873.....	268	80	2,750	711 84	..	12	..	6	..	..	11
1874.....	306	58	2,715	2,086 70	1	3	..	7	4	4	5
1875.....	289	64	2,650	1,415 38	3	8	3	11	5	1	16

OFFICERS OF THE BOARD OF TRUSTEES.

Presidents.

Elial T. Foote.....	May 5, 1836.
Samuel A. Brown	Sept. 15, 1845.
Elijah Bishop	Jan. 12, 1864.
Silas Shearman.....	Jan. 9, 1866.

Secretaries.

Abner Lewis.....	May 5, 1836.
Abner Hazeltine	April 12, 1837.
Lewis Hall.....	Jan. 13, 1866.

Treasurers.

Samuel A. Brown	May 5, 1836.
Adolphus Fletcher.....	Jan. 19, 1846.
Zalmon G. Keeler	Jan. 9, 1849.
Robert V. Cunningham	Jan. 12, 1864.

Principals.

Lysander Farrar.....	———— 1836.
George W. Parker.....	———— 1837.
Edward A. Dickinson	Sept. 10, 1839.
Charles Jemison.....	July 7, 1855.
Edward A. Dickinson, re-appointed.....	Aug. —, 1856.
Rev. Rufus King	July 6, 1863.

OFFICERS OF THE BOARD OF EDUCATION.

Presidents.

Wm. H. Tew	July 24, 1863.
S. S. Cady.....	Oct. 9, 1866.
S. W. Parks	Oct. 13, 1868.
John M. Farnham	Oct. 11, 1870.
S. W. Parks	Oct. 8, 1872.

Clerks.

S. W. Roe.....	July 24, 1863.
C. R. Lockwood	Nov. 15, 1864.
A. R. Catlin	Oct. 10, 1865.
M. Bailey	Oct. 9, 1866.
B. A. Barlow	Oct. 13, 1874.
Levant L. Mason	Oct. 12, 1875.

Treasurers.

Robert Newland	Aug. 1, 1863.
Alonzo Kent.....	Oct. 10, 1866.

Principal.

Samuel G. Love	July 9, 1865.
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DUNKIRK UNION SCHOOL.

The village of Dunkirk is situated on Lake Erie, in the county of Chautauqua, the most western county of the State of New York. It has a population at present of between 7,000 and 8,000. Its schools are the just pride of its inhabitants, and are second to none in the State for efficiency. There are in all ten school buildings. The teachers number thirty-three, having daily charge of upwards of 1,100 pupils.

The completion of the Erie railroad and location of its terminus at Dunkirk in the spring of 1851, may be taken as the starting point both of the prosperity of the village and the consequent educational growth. Previous to that event the population was about 500, but in two years it had increased to 6,000. Thus far the school was kept in one building, with about 100 pupils. In 1854, the first step in improvement was made by the district voting the sum of \$6,000 to build a new school house. But under the old law the trustees were personally responsible for its expenditure, and they refused to act in the matter.

The next year the trustees were Dr. H. R. Rogers, Charles Sherman and James Brownell. The same sum was re-voted, and with great public spirit they set about the erection of a commodious building. Meanwhile, the building on Third street, now known as the lock-up, was used for the lower grades, and Concert hall, which stood on Center street, between Second and Third, for the higher grades. Heretofore, only two teachers had been employed, and only the public money had been expended. Through the active exertions of Dr. Rogers, the teachers were soon increased to nine, and higher studies were introduced. Of teachers then engaged, Miss Emma Post still remains, having advanced from the primary to the grammar grade. This was the awakening of increased interest in the school among all classes. The expenditures, however, advanced from \$400 to \$2,800. This was then collected, after deducting the public money, by a rate bill. The salary of the head teacher and his wife was \$500, others from three to four dollars per week. In 1857, No. 1, a two-story brick building, was completed and furnished at a cost of \$9,000. The first principal was Prof. Charles Case.

Through the agency of Dr. J. T. Williams, a special act of the Legislature was passed February 27, 1858, changing the school into a union free school.

This at once placed the school on a firm foundation, and guaranteed

its prosperity. The first board of education consisted of E. R. Thompson, president; James Van Buren, secretary; J. T. Williams, J. W. Milham, C. E. Tiffany, S. B. Hilliard. Their first tax was for \$2,700.

In September 17, 1858, the following resolution was adopted :

Resolved, That any scholar connected with the high or grammar department who shall be absent four half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, or some unavoidable occurrence, shall forfeit his or her seat in the school, and the teacher shall forthwith notify the parent. No pupil thus suspended shall be restored to school until he shall have given satisfactory assurance of punctuality in the future.

Thus early was inaugurated in the Dunkirk schools that system of punctuality which has since borne such excellent results. Teachers' meetings were established April 5th of the same year.

In the spring of 1859, Prof. James M. Cassety, a resident and graduate of Harvard, was made principal of the higher department, with supervisory power, at an annual salary of \$1,000. Hitherto, what grading there was, had been loose and unsystematic. Prof. Cassety at once introduced essentially the present system. The scholarship rapidly advanced. His efforts were appreciated, and a love of higher education was infused among the people. A branch school soon became necessary, and in 1862 the basement of the Baptist church was rented for school purposes.

Difficulties growing out of political issues during the war, led to Prof. Cassety's dismissal in 1864, a striking illustration of the arbitrary action of school boards. A disintegration of the school system was the consequence. The following fall Mr. Luther Hamon was engaged, but was dismissed at the end of the year. He was succeeded by David Beattie, of Port Jervis, at a salary of \$1,200. His first act was characteristic of the man and of a thorough superintendent. This was an examination of all teachers and applicants. Among the improvements introduced during his administration were a graded course of instruction and a system of monthly reports. In July, 1866, his salary was raised to \$1,500.

The growing inconvenience of the Baptist church basement led to a special meeting of the taxpayers in March, 1866, at which the sum of \$5,000 was voted for a building in the first ward now known as No. 2. In May following, at another special meeting the sum of \$11,000 was voted for school-houses Nos. 3 and 4. Bonds were issued for these amounts. The result was three spacious brick buildings built in convenient sections of the town, thus avoiding the too common mistake of herding a mass of children in one large central building. The Deer street school-house was opened November 26, 1866; the Smith street,

July 13, 1868 ; these were followed in 1868 by No. 5, after the same plan, at a cost of \$10,000.

Prof. Beattie was followed in 1868 by Prof. Cassety, who remained but one year, having accepted a position in the Fredonia Normal School. James Sheward, formerly president of the board, succeeded him at a salary of \$1,250. He remained until the following spring. Prof. A. H. Lewis then assumed charge of the schools for an equally short period. For some time afterwards the management was carried on by the board; members, especially Dr. Williams, visiting the departments frequently.

The next September the board secured the services of Prof. David Carver, of Binghamton, a graduate of Union College. His salary was fixed at \$1,800 and was afterwards raised to \$2,000. He restored the discipline, improved the grading, introduced blanks for monthly reports and established an honor roll. He was also very successful in diminishing the absence and tardiness of pupils. He remained three years, greatly esteemed as a man and a teacher. He was succeeded by the present incumbent in September, 1874, at a salary of \$1,200, afterwards increased to \$1,500.

During the past five years, the schools have steadily advanced in both discipline and scholarship. Nowhere is discipline more easily maintained or scholarship more satisfactory. The attitude of the people towards school regulations and teachers is most praiseworthy, the fairness and consideration of its board of education conspicuous. While other boards have been cutting down teachers' salaries and thus crippling their schools, they have refused to do so; at the same time they preserve a rigid system of entrance and annual examinations which precludes incompetence and elevates the teacher to her highest capacity.

The monthly reports place the schools of Dunkirk highest in the State for punctuality and regularity of attendance. The average per cent is seldom less than ninety-six and often over ninety-seven; while the tardiness of over a thousand pupils for a month ranges from five to eight hours. No better illustration of the value of this feature of our school system can be given than by contrasting with these facts the following extract from a report of Prof. David Beattie: "The great loss of time by absence cannot fail to attract attention. You see in the aggregate that it is very large (9,133 days), being, on an average, nearly twenty to each pupil. And should there be 7,614 cases of tardiness involving a loss of time over 260 school days? This, distributed among the average registration, would be nearly one-half a day each. I do not know what means to advise by which this evil may be overcome, unless power be given to remove pupils for continued tardiness." The moral and educational value of such improvements is incalculable.

EGBERTS INSTITUTE, COHOES.

By Principal OLIVER P. STEVES.

This institution was founded in the year 1864, through the enterprise and liberality of the late Egbert Egberts. The act of incorporation, chapter 526 of the Laws of 1864, presents the purposes of the founder, in these words :

AN ACT to incorporate Egberts Institute.

PASSED May 2, 1864.

SECTION 1. Charles N. Waldron, J. H. Hobart Brown, Frederick W. Flint, Henry L. Starks and William H. Maynard, are hereby constituted a body corporate by the name of "Egberts Institute," to be located in the village of Cohoes, Albany county. * * *

§ 2. The persons named in the first section shall be the first trustees of said corporation, and shall respectively hold their offices while they remain pastors of Protestant churches in Cohoes. The pastors of each and all of the Protestant churches in Cohoes, shall, while they remain pastors of said churches, respectively be trustees of Egberts Institute.

* * * * *

§ 4. It is the declared object and purpose of said corporation to promote the education of young men of the age of ten years and upwards in good morals, literature, science and the arts.

§ 5. The institute may grant to students under its charge diplomas as honorary testimonials, in form to be determined by it, but not the degrees usually conferred by colleges.

* * * * *

The first meeting of the board of trustees of Egberts Institute was held May 10, 1864, and Rev. C. N. Waldron was elected president, which office he still holds. Measures were taken for fitting the building conveyed to the institute by Mr. Egberts, for school purposes, and also for securing teachers. Accommodations were provided for forty pupils, and Rev. Alexander B. Bullions, son of Peter Bullions, the celebrated author, was elected principal, and entered upon his duties in September, 1864.

PROPERTY.

The value of the property conveyed to the institute by Mr. Egberts, as set forth in the report made by the trustees of the institute to the

Regents of the University on or about the 18th of November, 1864, was as follows :

Academy lot.....	\$2,000 00
Academy building and fixtures.....	10,000 00
Academy apparatus.....	32 00
Other academy property, consisting of real estate and tenements	8,000 00
Total value of property	<u>\$20,032 00</u>

The school was opened in September, 1864, but owing to the restriction of its advantages to boys only, the number of pupils was small. Accordingly, the trustees made application to the Legislature in December, 1864, for an amendment to the charter of the institute, enabling them to educate both girls and boys. This application must have been granted (although no record of the fact is made in the minutes of the board), as the names of girls are found in the rolls of succeeding terms.*

The school was continued under the trustees of the institute until 1868, when, at a meeting held July seventh, the following resolutions were presented:

Resolved, That the treasurer be and he is hereby authorized to execute on the part of the trustees a lease of the building now used for academic purposes, to the board of education of the village of Cohoes, for the term of three years, from the first of August ensuing, at an annual rent of fifty dollars, payable semi-annually on the first of February and on the first of August, on the following conditions:

1. That said board of education use said building for the purpose of establishing and carrying on an academic department, including the highest grades of studies now taught in the common schools of the State, and to be called the "Egberts High School."

2. That all alteration in the building be made at the expense of said board of education, said alterations to be made with the consent of a committee appointed by the trustees of Egberts Institute. Also, that the building, at the expense of the board of education, be kept in good condition and repair.

3. That the trustees of Egberts Institute reserve to themselves the full right to resume, if so disposed, at the end of said three years, the possession and occupancy of the building.

Resolved, That during the occupancy of the building by the board of education, the use of the school furniture, apparatus and fixtures, be granted to them, subject to the condition that they are not removed from the premises without the consent of the trustees of Egberts Institute.

The foregoing resolutions having been presented to the board of education, and approved by that body, the school was reorganized by it in August, 1868, as the academic department of the free schools of Cohoes,

* Section 4 of the act of 1834 was amended by chapter 247, Laws of 1865, by changing the words "young men" to "the young."—[SEC'Y OF REGENTS.

under the name of Egberts High School, and is still subject to said board of education.

Although the school, from its opening, had reported annually to the Regents of the University, yet it received no appropriation from the Literature Fund until the year 1872. Upon investigation it was found that the Regents required the academy to possess apparatus to the value of \$150, and a library (other than the city school district library) to the value of \$150. The board of education immediately purchased the necessary apparatus, and the trustees of Egberts Institute donated to the school full sets of Appleton's New American Cyclopedias, Appleton's Annual Cyclopedias, Chamber's Encyclopedia, Knight's English Encyclopedia, Baldwin's Gazetteer and other valuable books and maps. These books are accessible to the pupils of the high school at all times when the school is in session, but must not be taken from the school room. The trustees of the institute have also purchased for the school a fine piano, and they likewise provide instruction in French, German and music for such pupils as may be designated by the principal. Prizes, consisting of two gold medals of the value of twenty-five dollars each, to be awarded, one for excellence in scholarship (in the senior class) and the other for excellence in composition, have been awarded by the trustees of the institute, and prizes consisting of books, valued at five dollars each, one to be awarded for scholarship (excepting the senior class) and the other for punctuality, have been awarded by the president of the board of education.

The present condition of the school is encouraging. Since the year 1872, it has been recognized by the Board of Regents in its annual reports, and in the distribution of the Literature Fund. The average enrollment of pupils is equal to the accommodations afforded by the school. Every chair is occupied, and the number of those who complete the course of study increases annually. During the past few years it has graduated thirty-five persons, sent seven young men to college, furnished twenty teachers to our city and some to other places, given two competent assistants to each of the banks in our city, and supplied many of our business men with clerks, bookkeepers or helpers in some other sphere. These facts, which represent the progress of the school during the past, as well as its present condition, lead us to hope that, in the future, Egberts High School will meet with the expectation of the people of Cohoes, maintain an honorable position among the academies of the State and prove itself worthy to bear the name of its honored founder.

TRUSTEES.

The following named persons have been, or are now, the trustees of Egberts Institute. The dates show the time of continuance in office :

	Appointed.	Resigned.
Rev. C. N. Waldron, D. D., president	May, 1864.	
J. H. Hobart Brown, S. T. D., treasurer..	May, 1864,	Jan., 1876
W. H. Maynard	May, 1864,	July, 1864
T. W. Carhart, secretary	May, 1864,	Apr., 1865
F. W. Flint	May, 1864,	July, 1866
R. R. Meredith, secretary	Apr., 1865,	Apr., 1867
A. J. Bingham	July, 1865,	Sept., 1866
H. C. Sexton, secretary	Apr., 1867,	Apr., 1869
W. M. Johnson, secretary	Feb., 1868.	
L. S. Johnson	July, 1868.	
L. Marshall	Apr., 1869,	Apr., 1871
H. L. Grant	Apr., 1871,	Apr., 1874
C. R. Hawley	Apr., 1874,	Apr., 1875
W. H. Meeker	Apr., 1875.	
J. W. Gwynne....	Mar., 1876.	

TEACHERS.

The following named persons have been employed as teachers in the school since its organization :

- Rev. A. B. Bullions, principal, from July, 1864, to February, 1865.
- Mr. C. P. Evans, principal, from February, 1865 to July, 1866.
- Rev. A. J. Bingham, principal, from September, 1866, to July, 1868.
- Mr. W. H. Nellis, principal, from October, 1868, to May, 1869.
- Mr. R. Hardie, principal, from August, 1869, to July, 1870.
- Mr. E. H. Torrey, principal, from August, 1870, to December, 1870.
- Mr. Oliver P. Steves, principal, from February, 1871.
- Miss Emma Osterhout, assistant, from October, 1872, to June, 1873.
- Miss Ella A. Page, assistant, from August, 1873, to March, 1875.
- Miss Mary L. D. Wilson, assistant, from April, 1875.

NEW YORK MEDICAL COLLEGE AND HOSPITAL FOR WOMEN.

Mrs. Clemence S. Lozier, M. D., was among the first lady graduates in a full scientific medical course in this country, and it is due to her to state that she was the originator of the plan for this college.

In the course of an extensive practice in New York city, the prevailing lack of intelligence, and the apathy in regard to the laws of life and health, forced themselves upon her attention, and at the solicitation of patients and friends she instituted a series of lectures, which were given in her own parlors, for the period of three years, on anatomy, physiology and hygiene.

The necessity for organized effort in order to secure the requisite opportunity for full scientific instruction and demonstration for female students became apparent, and enlisted the sympathy and co-operation of many others who earnestly interested themselves in aiding the execution of these plans.

The various avenues of remunerative labor had not so generally as now, been opened to women, and it became evident to them that in the profession of medicine, she might become the peer of man in trained usefulness and in pecuniary success. This is the profession of all others demanding that quickness of apprehension, ready sympathy, pureness of motive and delicacy of sentiment accorded to woman. As the Creator has committed the true interests of the family to the especial care of women, the treatment of the body in sickness falls most properly within her sphere of responsibility, and calls, therefore, for intelligent action on her part.

Difficulties were great, and many obstacles arose, as in other movements for the correction of public sentiment and established customs. The period of conflict with prejudice, self-interest, and pride of a privileged class, must ensue. But these difficulties could be overcome; these obstacles removed by patient and persistent action.

For centuries the monopoly of the rights and immunities of the practice of medicine had been conferred on men, until the idea had become fixed in the popular mind that man alone is capable of guiding the invalid in his search for health. When, therefore, the colleges were asked to unbar their doors to women, it excited ridicule, and the cry of indelicacy.

The few lady students, who, with modest bearing, sought knowledge in hospital clinics, were too often treated as if they had cast aside their

sacred honor and womanhood. If, then, the rising demand for female physicians was to be met, suitable facilities for their education must be provided in separate institutions for women, and in hospitals under a common board of trustees. Under the pressure of these considerations, the founders of this institution applied to the Legislature for an act of incorporation, which was granted in April, 1863. This result was aided by Senator Ezra Cornell, and other gentlemen of honorable record in the cause of liberal education.

An organization, under the charter, was soon effected, and the lectures commenced in hired rooms, and with very limited means of demonstration. Some of the professors generally gave their services, and friends of the work contributed funds for current expenses. A class of thirteen, who had nobly resisted all obstacles in their way, and had sought every available means of instruction, graduated at the end of the second year with credit to themselves and their professors. They located in different sections of the country, and, with a single exception, have, during a period of eleven years, been "living epistles, known and read" of many thousands, who would thankfully testify to the wisdom of founding colleges for the scientific training of earnest, capable women to administer curative remedies to the sick, and to become teachers and missionaries of sanitary reform in the families of the nation. The first board of trustees, twenty-nine in number, proved too large for the harmonious and orderly transaction of business. But time for the study of corporate responsibility, and the action of the Regents, under whose care the institution was early placed, effected relief from certain disorders arising from the usage, in this country, of tacitly permitting the dean and professors of medical schools to exercise all the administrative functions, as well as that of teaching. Harmony restored, the trustees were, from time to time, encouraged, by larger contributions from individuals, and by city and State appropriations. They were thus enabled to purchase and fit up a building at a cost of \$43,000; also, apparatus charts, models, etc., for illustration, of \$3,000 value. As soon as the mortgage on the property was canceled, and a little money left in the treasury, the hospital department and the dispensary for women and children were opened under powers that had been given in an amendment of the charter. This was effected in six years from the first organization, and the institution was no longer regarded as only an experimental enterprise.

Broader aims than charity and mere didactic teachings were cherished.

It was deemed of highest importance that those who were to stand between the life and death, disease and health of their clients, should become familiar with morbid conditions, and able to generalize them while under the supervision of their professors. An essential part of

the plan was, therefore, a larger and more perfectly organized hospital, and also such an endowment as would secure permanence under all circumstances. Always hoping to advance in the attainment of these ends, the trustees sought strength by union with another hospital. This project failed in 1873. With the same objects in view, they were induced, by assurances of aid from medical gentlemen, in 1874, to sell their building, and to secure the ample grounds and mansion now in use. A heavy debt was thus incurred. The almost unparalleled financial embarrassment of the country which followed, suspended advance toward the more perfect organization, yet \$45,000 have been paid on the site, and \$14,000 additional have been generously remitted by Mr. Steinway, who holds the mortgage, as a testimony of his confidence in the financial management and his appreciation of the work.

The college has graduated ninety-four, and these ladies have found everywhere abundant exercise for their knowledge.

Numerous cases of sick poor have been treated from the dispensary, and an average of more than 100 charity patients per annum in the hospital.

Gentlemen of integrity and financial experience have been added to the board of trustees, and a medical staff of skilled physicians give their services in the hospital.

Though embarrassed by the pressure of the times, the trustees are trusting in God and the need of the work, and are serving by waiting.

NEW YORK COLLEGE OF DENTISTRY.

SKETCH OF ITS ORIGIN.

For several years previous to the organization of the New York College of Dentistry, it was thought desirable by many gentlemen in the profession that an institution should be established in the city of New York for the purpose of teaching dental surgery. With this idea in view, an effort to obtain an act of incorporation by the Legislature of the State was made by several gentlemen most interested, which resulted in the passage of the act chapter 264 of the Laws of 1865, entitled "An act to incorporate the New York College of Dentistry," passed March 31, 1865.

In June, 1865, the board of trustees and directors succeeded in effecting an organization as follows: President, Dr. George E. Hawes; vice-president, Rev. Robt. R. Booth, D. D.; secretary, M. McN. Walsh, Esq.; treasurer, Dr. Charles E. Francis.

In September of the same year, the following named gentlemen were elected as a faculty, viz.: Norman W. Kingsley, Faneuil D. Weisse, M. D., R. King Browne, M. D., Wm. H. Atkinson, M. D., D. D. S., Wm. H. Dwinnelle, M. D., Wm. H. Allen and Charles Butler.

No organization was attempted, however, by these gentlemen as a faculty.

For some unexplained reason, at about this time, September, 1865, the president of the board of trustees, Dr. George E. Hawes, tendered his resignation as presiding officer, and also as trustee of the college. His resignation was accepted, and Rev. R. R. Booth, D. D., was elected president, at a meeting of the board held on the evening of the thirtieth of the same month. At the same meeting the vacancy in the board was filled by the election of Alex. N. Gunn, M. D.

A code of by-laws was reported, by a committee which had previously been appointed, which was adopted.

In December, 1865, Drs. C. A. Marvin and A. C. Hawes resigned as trustees; and in the following month, January, 1866, the vacancies thus occasioned in the board were filled by the election of Drs. Eleazar Parmly and John Allen.

The trustees, feeling the necessity, and desiring the co-operation of the profession in this city and Brooklyn, passed a resolution inviting several of the most prominent dentists in the two cities to meet with

them, and suggest, if possible, some practical way by which the college might more perfectly organize, and commence its labors as an educational institution. The joint meeting was held in March, 1866, at which time several "plans" were presented, and many valuable suggestions offered, but none of them seemed to the trustees to be altogether practicable. In the following month, however, Prof. Faneuil D. Weisse, M. D., came to the rescue with his ideas, arranged in the form of a "plan," for organizing and conducting the college proper, which was adopted, as follows:

I. A didactic course of instruction, to be conducted by a faculty.

II. That a dental infirmary be established in connection with the college, and as a department thereof, where clinical instruction and opportunities for operating, will be afforded the students daily (ten months in the year).

III. The appointment of a corps of clinical lecturers, who shall give daily clinics at the infirmary. These lecturers are to be appointed by the board of trustees, including the faculty.

IV. That the course of instruction shall include three years.

V. The first two years to be occupied in attendance upon the didactic and clinical lectures of the college.

VI. That at the close of the second year a satisfactory written and oral examination of the faculty will be required. On the didactic course a second examination at the chair before a board of clinical lecturers, will be required for admission to the third year course of experimental practice in the infirmary, where the student will serve the third year as acting dentist to the infirmary. At the completion of the third year the student shall be eligible to the diploma of the college, conferring the degree of D. D. S.

VII. That the board of trustees be empowered to confer the honorary degree of "Fellow of the College of Dentistry," upon such members of the profession as have made a valuable contribution to the science of dentistry.

VIII. Graduates of medical and dental colleges will be required to attend at least one course of lectures, and pass both examinations, before they can receive the degree of D. D. S.

IX. Students who have attended one course of lectures at a medical or dental college, shall be required to attend at least one course of didactic and clinical lectures, pass the two examinations, and serve the year in the infirmary.

X. Practitioners in good standing, of five years' practice, shall, on passing the two examinations, be eligible to all the honors of the college.

At a regular meeting of the board of trustees, held on the 1st day of May, 1866, the following named gentlemen were elected officers of the board for the ensuing year, viz.:

President, Rev. R. R. Booth, D. D.; vice-president, Dr. W. H. Allen; secretary, M. McN. Walsh, Esq.; treasurer, Dr. C. E. Francis.

The faculty for the year was then elected, and their chairs established as follows:

Eleazar Parmly, M. D., D. D. S., Emeritus Professor of the Institute of Dentistry.

Wm. H. Dwinelle, M. D., D. D. S., Professor of Dental Science and Operative Dentistry.

Norman W. Kingsley, Professor of Dental Art and Mechanism.

J. Smith Dodge, Jr., M. D., D. D. S., Professor of Dental Pathology and Therapeutics.

Faneuil D. Weisse, M. D., Professor of Descriptive and Comparative Anatomy.

Rufus King Browne, M. D., Professor of Experimental Physiology and Microscopy.

Chas. A. Seely, A. M., Professor of Chemistry and Metallurgy.

DEMONSTRATORS.

D. H. Goodwillie, M. D., D. D. S., Operative Dentistry ; R. M. Streeter, Mechanical Dentistry ; Alex. W. Stein, M. D., Anatomy.

On June 4, 1866, the Rev. R. R. Booth, D. D., resigned as president of the board, and Dr. Eleazar Parmly was elected to that position.

On motion it was resolved that the collegiate course of the New York College of Dentistry, for the first year, commence on the 1st of November, 1866, and continue four months.

The following named gentlemen were elected clinical lecturers for the year, viz.:

Dr. Ehrick Parmly, New York; Dr. John Allen, New York; Dr. J. D. White, Philadelphia; Dr. Wm. H. Allen, New York; Dr. J. J. Wetherbee, Boston; Dr. W. B. Roberts, New York; Dr. C. A. Marvin, Brooklyn; Dr. A. C. Hawes, New York; Dr. A. McIlroy, New York; Dr. W. W. Allport, Chicago; Dr. George E. Hawes, New York; Dr. Asa Hill, Norwalk, Conn.; Dr. J. N. H. Walbridge, New York; Dr. Chas. B. Forster, Utica; Dr. L. G. Bartlett, New York; Dr. J. T. Metcalf, New Haven; Dr. R. W. Varney, New York; Dr. Frank Abbott, New York.

In the organization of the faculty, Dr. Norman W. Kingsley was elected dean; and in the organization of the clinical board, Dr. John Allen was elected president, and Dr. Frank Abbott, Secretary.

On the 8th day of October, 1866, Drs. E. G. Roy, Alex. N. Gunn, and the Rev. Dr. Booth, resigned as trustees, and Dr. J. Smith Dodge, Sr., was elected a trustee to fill one of the vacancies.

In accordance with the previous resolution, the first session of the college opened on the first of November, 1866, with thirty-one students, in rooms previously fitted for the purpose, at 161 Fifth avenue.

During the sixteen weeks of the session there were delivered about 160 didactic lectures, and some eighty clinical lectures.

In December, 1866, Dr. Geo. A. Mills resigned as a trustee, and Drs. Norman W. Kingsley and Benj. Lord were elected trustees.

The first commencement of the college took place on the 6th of March, 1867, at Steinway Hall, at which time nine gentlemen graduated. A very interesting and instructive address was delivered to the graduates by Dr. W. W. Allport, of Chicago. In this same month, the vacancy which existed in the board of trustees was filled by the election of Dr. Edwin J. Dunning.

On the 11th of April, 1867, Dr. Walter B. Roberts reported that he had succeeded in obtaining the following amendment to the charter of the college, which may be found in chapter 243 of the Laws of 1867, entitled "An act to amend an act to incorporate the New York College of Dentistry, passed March 31, 1865," passed April 3, 1867:

SECTION 1. The board of trustees of the New York College of Dentistry may confer the honorary degree of "Fellow of the College of Dentistry" (F. C. D.), upon such persons as have made or shall have made, valuable contributions to the science of dentistry, upon the recommendation of the board of professors of said college, with the consent of the Regents of the University.

[For leading facts and statistics showing the subsequent progress of the institution, see the Annual Reports to the Regents of the University. —SEC'Y OF REGENTS.]

UNION COLLEGE, SCHENECTADY.

INGHAM UNIVERSITY, LE ROY.

Printed copies of historical sketches of these two institutions, prepared at the request of the United States Commissioner of Education, for the centennial celebration at Philadelphia, have been received. It is understood that these sketches will appear in full in the annual report of said Commissioner for 1876.

UNIVERSITY NECROLOGY.

JOHN JAY KNOX.By Professor EDWARD NORTH, L. H. D.

Oneida county lost one of its most venerable and estimable citizens in the death of General John Jay Knox, which occurred at his home in Knoxboro, Monday evening, January 31, 1876. He was born in Canajoharie, Montgomery county, May 18, 1791, and removed from his native place to Augusta, in the year 1811. The town of Augusta, in southern Oneida, was then but sparsely settled, and the unpretending hamlet with which he proposed to identify his life, then contained a single store, a blacksmith's shop, a school-house and six or eight dwellings.

Emigrants from New England had made a small beginning twenty years before. The forests had fallen away on every side before the ax of the pioneer. The highways were open, though still rough, when the young emigrant with his blooming bride, drove into town in the first buggy wagon which Augusta had seen, with its newly-invented wooden springs. Utica was then a thriving incorporated village, with a population of about 1,600. Hamilton College was a flourishing academy, under the charge of Preceptor Seth Norton.

John Jay Knox was the first merchant of any note in the town of Augusta. He soon conquered a central position in the business of the town, a position of large and various influence; similar to that held by Orrin Gridley in Clinton, and Abraham Van Eps in Vernon. His capital, at the outset, was represented not so much by money and real estate as by hopeful energy, an undoubted capacity for business, a social and buoyant enthusiasm which no obstacle could subdue, a sterling integrity which no temptation of sordid gain could overmaster. It was not long before General Knox had graven his own character upon the community about him. His thrift made others thrifty. His gentle, winning ways made his neighbors ashamed to be rough. His wide intelligence taught others the value of knowledge. His honest dealing was a guide for the business men of Augusta, who thus got more from his store than they paid for in money. His frugal and strictly temperate habits emphasized his earnest appeals to the wayward and erring. His influence came to be almost supreme in the village. Neighbors at

strife appealed to him to settle their differences, and he walked among them in the simple, untitled majesty of an honest, unselfish, incorruptible citizenship.

It was natural that such a man should prosper in business, and accumulate wealth. His good sense and judgment were seldom at fault. His industry was restless. Robust health obeyed the calls of untiring mental activity. His wagons and sleighs, loaded with grain and potash, were familiar with the turnpike to Albany, whence they returned with dry-goods and groceries for his country store. Much of his property was accumulated by barter with the Indians, who were then his near neighbors.

It was not long before the influence of General Knox began to be felt beyond the borders of his township.

In 1828 he was elected one of the trustees of Hamilton College, and held this office for forty-eight years. At the time of his death he was the oldest member of the board of trustees, and had been its presiding officer for twenty-nine years. In the administration of college affairs he was associated with such men as Joshua A. Spencer, Charles P. Kirkland, S. Newton Dexter, Samuel B. Woolworth, Hiram Denio, Henry A. Foster, Horatio Seymour, Othniel S. Williams, William J. Bacon, and other eminent citizens, who were loyal to his leadership and wisdom in council. He was rarely absent from any regular or special meeting of the board of trustees — not more than once or twice in forty-eight years. His tall, lithe figure, his keen, quick eye, his genial, hearty greeting, always welcomed his fellow-trustees at their annual visit to the college hall. Each of the seven presidents of Hamilton College rejoiced in his personal friendship. He assisted officially at the inauguration of Presidents Dwight, Penney, North, Fisher and Brown.

In 1836 General Knox was elected president of the Oneida County Bible Society, and held that office at the time of his death. For forty years he presided at almost every annual meeting of this society. He had a special fondness and zeal for the work of Christian beneficence. He carried his religion into his daily life. The sincerity of his religious convictions was attested by a generous giving of his means, his time, and his characteristic enthusiasm. His entire life was a spotless, beautiful record of Christian fidelity.

General Knox was the father of a remarkable family. He was married October 7, 1813, to Sarah Ann Curtiss, who lived to celebrate, with him, the sixtieth anniversary of their wedding-day. On that memorable occasion, five sons and four daughters were present with their children and children's children. Of the sons, Rev. Dr. William E. Knox is now pastor of the Presbyterian church in Elmira, and known throughout the land as equally a power in the pulpit, in forensic debate, and in

the use of a trenchant pen. Another son, Hon. John Jay Knox, fills, worthily, an important place in our national administration as comptroller of the currency at Washington. A third son, Henry M. Knox, is a successful banker at St. Paul, Minnesota; and a fourth, Rev. Dr. Charles E. Knox, is president of the German Theological Seminary at Bloomfield, N. J. All these are graduates of Hamilton College, and after their names on the triennial catalogue follow the names of Benjamin Rhodes, a son of Eugenie Knox Rhodes, one of General Knox's daughters, and William Strong Knox, another grandson. Knox Williams, an only son of the eldest daughter, died the death of a hero in his country's service previous to his graduation; and Rev. Dr. W. E. Knox emulates the spirit of his father by sending three sons to the college — John H. Knox, George W. Knox and Robert J. Knox.

It was a befitting and graceful honor that when the trustees of Hamilton College, at their last annual meeting, came to the filling of the seat left vacant by the death of John Jay Knox, their choice fell unanimously upon the son who inherits so much of his father's devotion to the cause of higher education.

BERNICE D. AMES.

Rev. B. D. Ames, principal of Mechanicville Academy, died January 5, 1876. He was born in Shoreham, Vt., December 26, 1827. In early life he had a strong desire for literary acquirements, and graduated at Middlebury College with high honor, in 1853. He taught for a time in Fort Plain Seminary, where he became acquainted with Miss Sarah E. King, a member of the same faculty, to whom he was married March 20, 1854. Both were subsequently connected with the faculty of Fort Edward Collegiate Institute. He was pastor successively of the Methodist churches in Dorset, Brandon, and Charlotte, Vt. After leaving the active work of the ministry in consequence of ill-health, he was elected principal of the Providence (R. I.) Conference Seminary. At the breaking out of the late civil war, he entered earnestly upon the work of the U. S. Christian Commission, and proved himself an efficient worker. In the year 1868, he became principal of Mechanicville Academy, with Mrs. Ames as preceptress, under the administration of whom the institution has greatly flourished. He retained possession of his mental faculties to the last, and spoke calmly and trustfully of his departure. This occurred just one year to a day after that of his daughter Florence.

L. HARRISON, CHENEY, A. M.

Professor Cheney lost his life on the 15th of July, 1876, by an accident, the particulars of which are not given, while engaged upon a geological survey extending through some of the mountains of southeastern Missouri and thence into Tennessee. Mr. Cheney was a graduate of the State Normal School at Albany, in 1852. After teaching a year and a half at Marcellus, he assisted for a time in the preparation of French's Gazetteer of the State of New York. He was Principal of Baldwinsville Academy during a period of eight years at one time and three at another. He also taught three years at Joliet, Ill., two years at St. Louis, Mo., and some years more in the Normal Schools at Warrensburgh and Cape Girardeau in the same State.

Although his death occurred a few days after the Convocation of 1876, it is thought proper to insert this brief notice in this volume of proceedings.

ON THE ENDOWMENT OF OUR HIGHER EDUCATIONAL INSTITUTIONS FOR WOMEN.

By Professor HENRY J. VAN LENNEP, D. D.,
Of Ingham University, Le Roy.

The intellectual and moral condition of woman is a sure criterion of a nation's civilization. The world's history furnishes many illustrations of this truth. Among savages and barbarians, woman is bought and sold as cattle are, her price varying according to her fitness for hard labor and her ability to procreate. In a semi-civilized state, she becomes an article of luxury, collected in herds in the harems of the rich, and valued in proportion to her power to minister to her master's love of pleasure or lust. Higher in the scale she becomes her husband's sole and fond companion, the sharer of his joys and his sorrows; but she still lives in a world of her own and experiences little sympathy for what chiefly engrosses his thoughts and cares. But last and best of all, in the civilization which pure Christianity alone can confer, we find woman the complement of man, the heart in copartnership with the head, the two harmonious in their tastes, plans and pursuits, the woman "a help meet for the man."

So likewise progress in civilization is always indicated by an improvement in the moral and intellectual condition of woman. It cannot be otherwise as long as she holds the position for which nature made her; for she not only exerts a powerful personal influence upon the other sex, but as a mother it is hers to mold and fashion in their tender years, the character of the boys and girls that are to be the men and women of succeeding generations. Four women were the prime movers of the famous Sepoy rebellion in India, by which thousands of lives were sacrificed and heart-rending cruelties perpetrated. And on the other hand, the infancy and childhood of the incarnate Son of the Most High, were committed to the tender and watchful care of a woman. Statesmen and legislators have recognized her influence upon the destinies of a nation. Said Napoleon: "What France needs most is mothers." And the Pagan rulers who persecuted the early Christians exclaimed: "What women these people have!"

But we do not propose to offer a dissertation on the power of woman or the influence she exerts upon the character of the race. We desire to call special attention to the provisions existing among us for the

education of woman; thereby, in the first place, defining our relative position in civilization, as far as it is affected by this one fact; and, in the second place, pointing out the line of improvement which will insure our real and homogeneous mental and moral development as a people.

The education of woman has been a plant of slow growth among us, but yet none the less real and sure. More than a thousand years ago the religion of Islam required all girls under age to attend school with the boys so that they should be able to commit to memory the Namaz or five daily prayers and the Friday worship; and we know that while the dark ages wrapped Christian Europe with the shades of barbarism, science and literature flourished in the three capitals of the Muslim world. An educated Christian woman was a *rara avis* even in the age of Elizabeth; and a daughter of Milton, only 200 years ago, was forbidden to learn any language save the English, "because one tongue was enough for a woman." House work and embroidery were the sole occupation of most of the women of the last century, and the education of the few who have become celebrated, was obtained at great expense from private instruction. In this country the doors of the public school were usually closed against the admission of the fair sex, so long as the ideas of the old world prevailed. Boston alone—the intellectual hub, certainly, of the country in those early days—shone conspicuous in the general darkness. Her shrewd school committee discovered that during the long summer days the schools were nearly empty and the teachers lying on their oars, the boys evidently preferring robbing birds' nests or working out of doors. So they bethought them of getting their money's worth by admitting into the schools a bevy of girls who gave up the pleasures of outside life to avail themselves of this only and precious chance; for they continued to be debarred of schooling from October to April. Strange, indeed, that this system was practiced during a century and a half in the virgin atmosphere of North America! But the declaration of independence was a breaking up of the old world intellectual shackles; and only seven years after its recognition by the great European powers, woman was installed in the public school by the side of her brothers and cousins. It was thus that starting from the thirteenth year of the first century of the Republic, the women of America have, sometimes with our help and too often alas! against the wishes of some of us, pushed their gentle way successively into the primary school, the academy and high school, the normal school for the training of teachers, the college and university in all its departments of medicine, and even of law and theology! A great triumph this over the world's prejudices; a triumph of justice and right such as was never witnessed before by any nation under the whole heaven.

ancient or modern. Well may we be proud of our civilization, illustrating, as it does, the great Christian truth that "in the presence of the Most High, there is neither male nor female, neither bond nor free, but all are one." Our literary and scientific institutions do not, indeed, claim that hoary antiquity which invests those of England, Germany or France; our libraries are comparatively small; our museums and art galleries meager and poor; our professors have been too busy with their paramount work of teaching, to find leisure to pursue progressive studies and startle the world by their discoveries; but education of the best and most practical kind is spreading in our land among all classes, both rich and poor, more than elsewhere, and with time the fruit cannot fail to appear.

We are sure that a great point will have been gained when *every* school, college and university, in all its branches, shall have been opened to every member of our commonwealth, of both sexes; for the deed is not fully accomplished. It is their right, and every one desirous of instruction should be heartily welcomed to the fountains of knowledge. Truth ignores castes; it flows forth from the Creator, free as the air we breathe, or the water we drink, and no one can claim its exclusive possession.

But while we insist upon the rights of all, of either sex, we would, by no means, be understood as advocating an indiscriminating system of education, which recognizes no mental difference whatsoever between man and woman, and has no reference to the spheres they are respectively to occupy. We pay attention to age, capacity, and physical strength in our schools; and young pupils are not dealt with like those who are older. So, likewise, we never send a candidate for the Gospel ministry to a school of mines, nor a future doctor to a military academy. And would it not be as great a blunder to teach law or civil engineering to a future wife and mother, or to send a girl to a school of mechanics? We should not, indeed, close the doors of any of our schools against the fair sex; but, on the other hand, we ought not to compel our daughters to acquire a man's education or none at all; nor should we so modify our schools that they will fully meet the wants of neither sex. Up to a certain age, it is now universally conceded that the two can attend the same schools to their mutual advantage. This will apply to the infant and the primary school, to the village academy, and the high-school. Those who purpose becoming teachers may also study, profitably, in the mixed normal school. But, surely, the college curriculum, unmodified, is not the very thing we should select as the best average programme for the mental and moral training of our educated women, or as that which will best fit them for their future sphere. Though more than a hundred colleges and other high institutions have opened

their doors to women, and are begging them to come in, it appears, by the last official report of the Bureau of Education in Washington, that few have availed themselves of the privilege, by far the greater number preferring a more expensive education among their sisters, or even none at all. Here are the statistics on this point, which deserve special attention as indicating the state of public opinion among the families of the land. There were, in 1874, 104 colleges, universities, and scientific schools in the United States which admitted both sexes; they contained, in all, no less than 5,745 young men, and (mark the difference!) only 2,067 young women. On the other hand, there were, in the same year, 244 higher institutions, chiefly seminaries, so-called, exclusively devoted to female education, and they contained no less than 15,923 pupils, or four times the ratio of the mixed schools, although far more expensive! And it should be remembered that most of the mixed colleges are located in the west, where there exist, as yet, no institutions in which girls can be educated by themselves.

We are aware that Oberlin College is claimed to be an ample refutation of the principle we have just laid down. Here is an institution, we are told, which was commenced forty-two years ago upon the basis of the mingling of the sexes; it has lived down the obloquy heaped upon it from a variety of quarters, and now enjoys the esteem, confidence and love of the people; it shows a goodly array of 400 students, one-half of either sex. Well done, Oberlin! But so far from being an argument against us, it is the best possible clincher to our plea. In Oberlin the two sexes neither follow the same course of study, nor undergo the same discipline, although the institution is in a large measure a normal school. The ladies' and gentlemen's departments are perfectly distinct. Moreover, although the latter is open to the young ladies, yet *only fourteen chose to avail* themselves of the privilege in 1874, while 185 (!) preferred to join the department organized for their special benefit. Oberlin brings the sexes together socially, but gives each a distinct training suited to its nature and its future sphere. Unlike this time-honored system, the experiment is now being tried of separating the sexes socially, but giving the girls precisely the college education of the boys. We believe that failure will be the result, and that its present advocates will soon be convinced of their error. Vassar has already left the parallel track by giving a large place to æsthetic studies. Handsome buildings and modern conveniences may for a time be as attractive as a new hive to a swarm of bees; but permanent success chiefly depends on an education which meets the real wants of the age.

Here then, we venture to say, is the result of the experience of the first hundred years of our self-governing national life. Our daughters,

like our sons, should be thoroughly educated for their life work. They may study side by side in the primary, the high, and even the normal school, sharpening each other's intellects by hourly friction and competition. In exceptional cases they may profitably meet even in higher branches. But there is a very general, not to say a universal feeling, that certainly after the age of fifteen, a young lady needs a training specially adapted to supply her intellectual, moral and æsthetic needs, and to the sphere of her future labors; and that this can be done only in schools organized for her special benefit. This feeling cannot be disregarded; moreover we believe it is founded in reason and should be cherished by making it an important element in our plans for female education.

And now we call special attention to a very important fact in the history of education among us. We have erected colleges and universities for our young men, in numbers sufficient for many generations yet to come, be the increase of population what it may; we have added schools of science, theology, law and medicine, and have reasonably endowed the greater portion by both private liberality and public munificence. This should be so; it is a wise foundation for our national superstructure; we should by no means leave off this good work, but carry it on to perfection. But how, meanwhile, stands the case with the higher education of our women? Have they no need of well furnished and endowed institutions, of sufficiently remunerated teachers and professors, of well stocked libraries and museums, and of apparatus, of aid to indigent but promising students, of prizes and of premiums? And where can they find these advantages, unless they will renounce their own nature, accept the curriculum and discipline of the other sex, and thus "pick the crumbs that fall from the master's tables?"

There are as yet, in the whole country, but *seven* collegiate institutions for woman's sole benefit, against 275 exclusively appropriated to the other sex; and the latter have, in all, no less than 577 colleges, universities, and scientific, theological, law, and medical schools, more or less endowed by the public, while the women possess but 244, all told; and nearly all are the result of personal enterprise on the part of teachers, mostly women, Roman Catholic institutions excepted.

Here, then, is the weak spot, we might almost say the running sore of our body politic, for our men will never be other than their mothers make them. As we said at the beginning, the condition of woman is the criterion of a nation's civilization, and as long as we make no adequate provision for her special benefit, as we do for the other sex, but let her higher education take care of itself, the only thing that can save us from disgrace lies alone in the fact that other nations are sunk still lower than ourselves. But let us examine this point more carefully,

and by comparing the educational advantages of each of the sexes, learn our national prospects, and our duty as to the future.

In making this comparison, the first important fact we meet has reference to the number of both sexes who are actually pursuing a higher education. These numbers are, of young men, 51,790, and of young women only 18,465, or nearly as three to one, a significant disproportion, which calls for a remedy. But we should examine the subject more minutely if we would fully understand it. We have already stated that there are 104 mixed institutions of a high order, with 5,745 students of one sex, and 2,067 of the other. There are, besides, 151 theological and law schools, which are thrown out of the account. The military and naval schools do not, of course, come into the reckoning in any shape. After making these deductions, we reach a reasonable plane for making a comparison, and find the numbers to stand as follows, viz.:

Four hundred and twenty-six colleges and other institutions of the highest rank for males, with 36,006 male students; and 244 higher institutions for females, with 15,923 female students, or about as two and a half to one.

It may, perhaps, be claimed that this evident inequality in the educational status of the sexes, fraught, as it must necessarily be, with most serious evils, is owing simply to the giddiness and indifference of our daughters. Why open the doors of our colleges, it is asked, or why build colleges for their special benefit, seeing they will not enter in? We reply that their appreciation of a higher education is established by too many and too strong proofs to be called into question, and their apparent neglect meets with an adequate explanation in the additional facts we shall now proceed to unfold.

This brings us to the next point worthy of our attention, which is the amount of capital invested in the higher education of young men and young women respectively, comprising the money value of the grounds, buildings, libraries, museums, etc., of their institutions. Such property sums up, in the case of young men's institutions, to the handsome amount of \$40,290,725, in that of mixed schools to \$11,424,858, and in the case of girls' schools, to \$11,018,684. It should, however, be borne in mind that by far the greater number of the 104 mixed schools we speak of, should really be considered as belonging to the stronger sex; for women are there, so to speak, only on sufferance, and follow a programme which was not made for themselves. They also number but half as many as the men in those institutions; we will, however, avoid all appearance of unfairness by henceforth throwing the mixed schools wholly out of the account, and comparing only the institutions which exclusively belong to either sex. And we hesitate not to say that the two capitals, the one of \$40,000,000 for the boys, and the other of

only \$11,000,000 for the girls, are far out of a just and fair proportion, especially when we consider that the former is entirely the gift of the public, while the latter mostly represents the earnings of laborious and self-denying teachers. Is this right? Is it just, or is it wise? Have we reached the greatest attainable height of civilization, or are we still toiling up the steep hill side?

But there is still another point, in some respects the most important of all, both as a touchstone to the real state of the case and as pointing out the true and only efficient remedy. It refers to the *endowment* of our higher educational institutions.

The facts of the case are as follows:

The institutions of the higher class, which are engaged in the education of young men to the exclusion of women, possess funds yielding the following *yearly income* applicable to the salaries of professors, and the increase of libraries and apparatus. (The schools of law and the military and naval schools, are of course omitted.)

	Income.
For young men: 275 colleges.....	\$1,381,622
113 theological schools.....	474,164
99 medical schools.....	24,310
52 scientific schools.....	420,657
	<hr/>
A total of 539 schools, with.....	\$2,300,753

Over against this the institutions for the exclusive education of women possess the following incomes:

5 colleges have a yearly income of.....	\$14,000
239 seminaries have a yearly income of.....	19,670
	<hr/>

A total of 244 schools with a yearly income of..... \$33,670

Two millions and a quarter against 33,000 — as sixty-seven to one!

But there is more than even this. Our legislators are *men*; women are not allowed a voice in the choice of their rulers, though in some countries they may become the heads of the State. And so our law-givers, chiefly concerned for the interests of their own sex, though already so well provided for, made an additional grant to the boys (in 1874) of no less than \$750,154, and at the same time cast a crumb of \$3,500 to the girls! This makes an average per school in the first case, of \$1,300, and in the latter of just ten dollars and twenty-four cents!

And when we come to add up on both sides, the income from invested funds and the gifts of the State, we find that the boys have received \$3,014,199, and the girls only \$37,170 — or as eighty-two to one!

Let us not be misunderstood. We do not believe that too much is done for the education of our young men. But it is even more certain

that no adequate provision is made for the higher education of our young women. We by no means claim that equal advantages should be enjoyed by both sexes; man's activity must ever occupy the larger sphere, and his preparation must, therefore, be ampler and more diversified. Still a due proportion must be maintained if we would avoid obvious and serious evils, and no one will claim that such a proportion has been reached, or that woman has yet, in this respect, met with justice at man's hand.

We have now done with statistics; they are dry but important. Mathematics form the skeleton of the universe. Numbers are facts, and facts are the only sound foundations of reasoning. Let us look at the meaning of our numerical items and survey the situation from the lofty position they have enabled us to reach.

The small endowment of girls' compared to boys' schools, renders education far more expensive to the former; for the salaries of teachers, the repairs of the buildings, and usually every other item of expense must, necessarily, be met by the pupils themselves. Few, therefore, can afford to go to school after the age of fourteen; and many that do go must work for their support while studying, and sit up late at night or teach school beyond their strength. The health of very many is seriously injured by the time they graduate; and our educated women are in general notoriously feeble and sickly. Their brothers and cousins are often lodged, while at college, in handsome rooms with all the modern improvements and conveniences, while they, "the weaker sex," have to "rough it in garret and cellar," and for even this pay a higher price. A cry went forth not long since that the theological students at Auburn needed better dormitories, and a building was immediately raised for their accommodation, worth \$100,000; whereas we could point to more than one institution in the neighborhood of Auburn, where the future reverends are won't to select their wives, whose superannuated dormitories have become any thing but enjoyable to the inmates; yet the public mind remains quite unconcerned. We have education boards and societies which collect our contributions to aid indigent students in divinity, and it is very well. But who ever heard of a society to help educate ministers' wives? There are free scholarships in our young men's colleges, class funds, aid to the indigent, prizes, rewards, and the like; but feeble woman is left to struggle unassisted and unencouraged, unless her parents possess both the power and the inclination to aid her. A single theological seminary in this State, Union, possesses an endowment which yields a yearly income more than twice as large as that of all the 244 colleges and seminaries for young ladies in the entire United States!

The poverty of our institutions for the higher education of women, has still another and a more deleterious effect. Their professors and teachers are inadequately remunerated and overworked; they have no chance to acquire that mental growth which is necessary to render their instructions impressive and attractive. And they lack the books whereby they can keep up with the progress of science and the apparatus where-with they can expound its mysteries to their pupils.

There is but one remedy for these evils; it consists in an adequate endowment. Let our past experience teach us to crown the good work done in the closing century by completing it during the century to come, and, having endowed our schools for young men, let us now endow those for young women. It belongs to the empire State to lead the way in this thing; for she chartered the first collegiate institute, the first college, and the first university for women in the United States; even New England has come dragging along behind; but she is now fairly roused and may yet outstrip us, if we fail of our duty. We should not waste our resources by multiplying our schools, nor by making new experiments. We must follow the course which has built up Harvard, Yale and Princeton, and concentrate our energies upon a few points, by strengthening such institutions as have stood the test of time and making use of their experience and history. And we ought to erect not so much showy structures of brick or of stone, as the more solid foundations of intellectual and moral power. So, when our successors shall come together at the next centennial, they will not fail, both men and women, to do justice to our foresight and our patriotism.

COMPARATIVE LITERATURE.

By Professor CHARLES CHAUNCY SHACKFORD, A. M.,
of Cornell University.

Literature is a vast subject, and what is called universal literature is not only vast, but too often vague. Vast as it is, however, and impossible to be mastered fully in even *one* of its most limited departments, the general student must know something about the different literatures of all periods and all nations. He cannot afford to devote himself only to one language and one author. Literary criticism is utterly inadequate without some knowledge of the best thought of every time. As Mr. Freeman says of history, "of some branches the student must know every thing, but of every branch he must know something," so may we say of literature. And the method in which this study can be best pursued is that which is pursued in anatomy, in language, in mythology, and recently applied by Mr. Freeman to politics, namely, the comparative. The literary productions of all ages and peoples can be classed, can be brought into comparison and contrast, can be taken out of their isolation as belonging to one nation, or one separate era, and be brought under divisions as the embodiment of the same æsthetic principles, the universal laws of mental, social and moral development: the same in India and in England ; in Hellas, with its laughing sea, and Germany, with its sombre forests.

In a certain sense we can make no criticism without instituting a comparison. But comparative literature is vastly more than this. It traces out the analogies that exist between the literary productions of remotest nations, the peculiarities which distinguish each as belonging to a particular period of social and mental development, the variations in type with the causes, thus bringing together related points of excellence and power, with the exceptional results produced by peculiarities of climate, race, and surrounding institutions.

Thus the great works of the intellect warmed and tinged by the emotions, which alone come under the head of literature, can be studied, can be brought together in groups, as epic, lyric and dramatic poetry; as history, philosophy and eloquence, under as many subdivisions as the character of the curriculum of study will allow. Literature begins, when thoughts and emotions are expressed in artistic forms, whether spoken or written. And these expressions may be grouped under

different forms and divisions, each the embodiment and unfolding of man's nature adapting itself to great human wants. These forms present themselves under the same characteristic features; for no form was ever invented, and none ever will be. Hence as there is nothing arbitrary, isolated or purely novel in literature, the process of development can be traced, and each work can be brought into connection and affiliation with its own kind.

The comparative method presents the only satisfactory course in which general literature can be pursued. To trace it, country by country and author by author, is an impossible task, and attended with no good results in acquiring the principles of literary criticism, or any definite knowledge of the emotional thoughts of the ages, or the ways in which the experience of humanity has unfolded itself in ideal forms. It is a barren catalogue of names and works. To give merely general laws and universal statements is equally barren and unedifying. Without some basis of particular knowledge and illustrative examples, the statement of abstract laws conveys no real information, and has no tendency to develop literary taste, or supply the mind with substantial thought.

What a wilderness to wander in, what a sandy desert of details would zoölogy and anatomy be, if studied in any other than the comparative way? How full of interest, when the structural affinities are unfolded which form the basis of all classification?

Comparative literature also classifies the productions of mind according to the structure, the development, the relations not to time and place merely, but to similarities of form, and periods of social and intellectual growth; and it shows that deviations from some normal standard are not monstrosities, but legitimate and natural unfoldings of the same principle of life, under different conditions of historical, moral and social development.

Each form of literary production can be traced to its most perfect example, its trunk and branches springing from roots imbedded in the national life; its circulating sap the all-vitalizing national spirit. The deviations in form and character are in accordance with the needs to be supplied, and the ends to be answered.

How remote from us, for instance, appears the Grecian drama when, studied by itself as the production of a people wholly passed away, with a different religion, different social institutions, a form peculiar to that people, and having little affinity with any thing before or since! But when its origin is seen to be the same as that of the Hindoo, the English and the Spanish drama, and when it is brought into juxtaposition with these and the differences pointed out, we can see what the Greek chorus meant, and what are its substitutes in the modern drama. The Greek drama becomes a very near reality to us, when we can see

the truth of Blackie's assertion, that the "lyrical tragedy of the Greeks presents, in a combination elsewhere unexampled, the best element of our serious drama, our opera, our oratorio, our public worship, and our festal recreations."

So, too, with the old Grecian comedy.

In judging of this old comedy, we are to hold in mind the function that it fulfilled in its day. Civilization, as it advances, is marked by the great division and subdivision of the various offices to be filled and the work to be performed. We have now the stage with its burlesque, the circus with its clown, the review with its critic, the newspaper with its leader and its correspondent, the illustrated journal and the daily and weekly *Punch* and *Spirit of the Times*: the functions of all these were united in the Athenian comedy.

It was the Greek æsthetic sense that reduced to order and system the ebullition of Saturnalian license and produced this unique exhibition. And herein is the chief value of Greek literature as a basis of comparison with other literatures, that it pursues a normal order of development, and can be studied in its essential laws, free from extraneous influences and modifying elements. In every nation, before a general civilization has tamed the manners and produced an average uniformity of feeling and conduct, there have existed these seasons of fun and boisterous mirth: all-fools' days, carnivals, December liberties, Saturnalia, etc., both among heathen and Christian nations. Among the Romans, at these times, all distinction of rank between master and slave was leveled; no punishment was visited upon drunkenness or laziness. And from statutes made by the early fathers against masquerading, running around in the disguises of fawns and calves and other animals, we see how common and deeply rooted were these revelries. In fact, so deeply rooted were they that the church found it impossible to eradicate them; and therefore they were adopted and appropriated for the benefit of the church. Of all things hard to change, that of an old custom rooted in some natural tendency is the hardest. The modern drama has, undoubtedly, its chief source in the celebration of the rite that made the very core of the Christian religion, the liturgy of the mass. As the representations in the old Eleusinian mysteries lie at the basis of the Greek drama, so the performance of the mystery of Redemption is the main source of the modern drama. From the time of Gregory the Great in the sixth century, the celebration of the mass has constituted the very essence of worship in the Roman Catholic Church.

The "mysteries" of the middle ages grew out of the attempts to make the great events of Scripture history a visible representation of divine truths. So we find in the Grecian religion, before the drama arose, a representation at Delphi of the fight with the Pytho, the flight

and expiation of Apollo ; at Eleusis, the rape of Proserpine, and the tearful search for her by Demeter ; of the betrothal of Dionysus to the King Archon, in which the most beautiful youths took part. In the union of these oriental, mythic legends with the orderly and solemn Dorian choral song, we have the beginnings of the Greek drama.

Like the Greek drama, the English had its origin in religion. From the spectacles intended to set forth the great events of religious history, under the direction of the church, was born the modern drama, which, in each European country has become developed according to the national genius, and the predominant spirit of the time. In Spain it never freed itself from its ecclesiastical taint ; in England, however, it shared in the universal ferment of ideas, and in a few generations flowered out in the drama of Shakespeare, the most wonderful production of this species of poetic art.

The miracle plays can be traced back as far as the twelfth century. Gradually, allegorical representations of the virtues and vices were introduced, and what were called the moral plays, or moralities, superseded the mysteries or miracles. In these moral plays, the devil was the scriptural personage represented ; and in some burlesque or ridiculous shape he was made the butt of the whole piece. Thus, as in the old Greek comedy, the comic element was developed from what was originally the most solemn and serious view. Only by comparing different literatures can we arrive at the central or primal idea of any particular form. We see, too, that there are survivals here, as in other spheres of organic and social life. Forms are perpetuated which have no root in modern life. To distinguish these survivals is an essential point of literary criticism.

In this method, too, we see that not only is the distinction between ancient and modern literature, but also that between classical and romantic entirely abolished.

The classic Iliad or Odyssey is as romantic as any tale of the crusaders, and the romantic Shakespeare just as classical as Æschylus or Aristophanes.

It is a large but not an exaggerated claim that Mr. Freeman makes when he says : " I do not for a moment hesitate to say that the discovery of the comparative method in philology, in mythology — let me add in politics and history, and the whole range of human thought — marks a stage in the progress of the human mind at least as great and memorable as the revival of Greek and Latin learning. It has broken down the middle wall of partition between kindred races and kindred studies ; it has swept away barriers which fenced off certain times and languages as ' dead ' and ' ancient ; ' it has taught us that there is no such thing as ' dead ' and ' living ' languages, as ' ancient ' and ' modern '

history ; that no parts of history are more truly modern, if by modern we mean full of living interest and teaching for our own times, than those which the delusive name of 'ancient' would seem to brand as something which has wholly passed away, something which, for any practical use in these later times, may safely be forgotten."

So, literature can be studied not in the isolated works of different ages, but as the production of the same great laws, and the embodiment of the same universal principles in all times.

In a course of comparative literature, poetry must necessarily occupy a prominent place, not merely because it is the method in which emotion expresses itself through idealised forms, but because it is the embodiment of the national life, and the truest unfolding of the national spirit. Poetry reveals to us better than any history, the very soul of a people, its interior life, of which its outer accomplishments and its recorded acts are but the fitting shadows. Vitally significant, and to be remembered are the words of Schlegel : "Truly creative poetry can issue only from the interior life of a people, and from religion, which is the root of that life."

This comparative method is necessary in order to become fully acquainted with our own literature. There is much practical truth in the remark of Whitney : "Our native language is too much a matter of unreflective habit with us, for us to be able to set it in the full light of an objective study. Something of the same difficulty is felt in relation also to our native literature ; we hardly know what it is, and what it is worth, until we come to compare it with another." It is in order to perfect the acquaintance with our own rich literature, that we must bring together the best from the general treasury of the world. The roots of all our present literature are to be found in the remotest ages.

The infant literature of all nations, where there has been an integral development, shows the same simple, rythmical form. It is epic, recounting in measured chant personal and national events, the exploits of heroes, the changes of nature as deeds of living beings, and all the phenomena of the universe in concrete and synthetic forms of imaginary existence. Gradually, in the course of ages, the germs of ideas contained in the great works of imaginative genius are unfolded in their diverse relations, and a variation of types takes place, so that lyric bursts of sentiment and emotion succeed the calm, impassioned contemplation of nature and of the past.

But analysis does not stop here : it passes over into a higher synthesis, wherein the objective and subjective are united in the form of the drama, which is the union of epic and lyric on a higher plane, a vital union of the two. So, when a literature of prose shall have been developed, it will follow the same law ; first, history or objective narra-

tion ; second, philosophy, or subjective analysis ; lastly, eloquence, in which both appear in a perfected form on a higher plane.

By this method we consider literature not in its specific details, but in its universal relations, and its philosophic development. Unless there be a philosophy of literature, its consideration is of but little moment. Unless it can be shown to have laws of unfolding, and to be intimately united with our social condition, our inner being, our essential nature, it is but an empty catalogue of names and dates wearisome to contemplate. What does it avail to know that Homer lived at such a period and wrote such and such books ; that Shakespeare penned so many tragedies and so many comedies ; that this writer was sublime, and that one turgid ; this period classic and the other romantic ; this one witty and the other dry, together with all the numerous items that go to make up what is called literary history ? It may be enumerated with about as little profit as the items of a cabinet of fossils, or the beggarly account of empty boxes on an apothecary's shelf.

But there is a philosophy of literature ; it is a sphere under the dominion of law ; every department is a necessary development of man's faculties and powers ; there is a scientific basis for poetry and for prose ; for poetry in its different kinds, and for prose in its multiform variety ; there is a sequence of cause and effect in the most seemingly capricious manifestation in the realm of literature. The critical spirit of our day demands the application of the scientific method to these products of man's fancy, thought and ideal imagination. These products are not unreal and intangible, though they have no existence except in words ; they obey laws as sure, if not as exactly determinable, as the sun and stars. And in this way literature becomes worthy of most earnest study and consideration ; it belongs to the fine arts ; it is an embodiment of the ideal, like sculpture, painting and music ; it has its roots in the soil of man's nature, in his love of the beautiful, his aspiration for the perfect, his need of free expansion and spontaneous exertion, or playful exercise, of imagination and thought. In entering within the circle of pure literature, we leave behind the region of the materially useful, the practical and the specifically scientific, and enter upon the sphere of art. A class of emotions is called out wholly different from those with which we read a scientific treatise, a mathematical demonstration or a polemic discussion. Hence, literature derives from this its refining and its elevating character ; it makes us more human, and its study was once rightly called the study of the humanities, and it is needful as a counterpoise to the exclusively material and practical tendencies of our time.

Comparative literature shows us that all the great poems embodying the popular national spirit are structurally and vitally related. They contain the essential principles of art, the eternal laws of human nature,

human society and human progress. They give us the memorial imprints of the early peoples better than any monument, than any history. When studied in the light of comparative literature, no one will class them with the *Æneid* or *Paradise Lost*; but the classic *Iliad* and the wild, rude *Nibelungenlied* will be found nearly related, offspring of the same creative spirit, and nurtured in the same way.

The progress of epic development can be seen most clearly in the Hindoo and that of the Middle Ages; and the same process undoubtedly holds good of the Greek or Homeric epics.

In the time of the Carlovingsians, the illustrious chiefs, the leaders, the lords sang their own songs of exhortation and triumph, just as Achilles himself was a minstrel. In the eleventh century, professed poets exist, who expand and illustrate these simple utterances, and their productions are called *chansons de gestes*. These were sung by the jongleurs, or chanted in a monotonous strain accompanied by some musical stringed instrument. At first these songs were devotional and warlike, and then amatory. By a natural expansion and evolution, as different personages were introduced and a more complicated intrigue entered, these poems became romances, and the imagination of the poet dealing with the material in an ideal way, not only made the gods, but also heroes and history.

The poet by profession, after the singer ceases to be the chief himself, was called in India *kavis*, in Greece *aoidos*, in French, *jongleur*.

The epic marks a period in the development of humanity, when it is no longer in subjection to nature, overpowered by the universal life, and uttering only its prayer and its cry. It denotes a stage of self-consciousness and personal activity, of the possession of individual powers, of freedom and thought. Man is no longer identified with God, but the gods think, speak and act like man, without man's necessary limitations of time and space. The epic is the first form of history; it is fact and event, seen through the medium of idealizing tradition.

The great epic, although we see it as a whole, is a development as gradual in its stages as the productions of the natural world. It is not handed down all written, like the book of Mormon from heaven, and one fine day dug up in the field; but there is incorporated in it by slow growth the thought, life, feeling and struggles of many generations. Its seeds are the ballad, the story of some renowned exploit, the lament for some departed hero, the hymn of triumphant exultation, the metrical outburst of pride of race, the legend of gods and heroes sung in the banquet hall, and among the assembled people. At last some genius combines these separate and individual fragments into a whole, and we have a picture of an epoch, an age, a race, races grouped together and transfigured by a poetic ideal.

The first perception of this law of spontaneous growth, of a vital rooting in the accumulated soil of generations, led to the theory that the Homeric poems were not the product of any one mind, but a selection made from the floating myths, songs and legends of the Grecian race. Perhaps the truth in regard to these great national epics will be found to lie between the two theories, of some wonderful genius, descending like a meteor from the skies on the one hand, and a selection from ready-made and separate materials, on the other. These poems have lived, because a genius could take up the fragments of ore, and give them their unity, their perfection of form, by fusing them and casting them into one mould, through the all-liquifying energy of idealized thought in idealized language.

The national epic is essentially the outgrowth of the mythical and legendary period, and embraces not merely individual occurrences, but individuals are a part of the social body ; and they are important only as instruments and agents working to accomplish some result in which the whole nation is involved. Around some great name of the past cluster the traditions of ages ; through the haze of reverence, imagination and patriotic zeal, great deeds become greater, symbols become persons, and the wonderful forms continue to enlarge and become more ideal and heroic, until all the actual and historic limits are lost in the cloud-land and mist of imagination. Some national struggle for existence with a foreign people, alone furnishes sufficient nucleus for this gathering of floating stories and legends.

Hence we find that those rules of the epic which are pedantically laid down as arbitrary laws by mechanical critics, that these are simply the statement of results produced by the very influences that gave it birth and form. That model of critics, J. J. Ampère, well says : " We have ceased looking upon the Iliad as an epic of the study, methodically composed by a writer of taste and philosophy, only when these popular songs of heroic Greece have been compared with those that have been a spontaneous product among other peoples at the same social epoch. In studying the Spanish romances, the ancient Germanic and Scandinavian poetry, we have learned how the different elements of the primitive epics have been formed, grouped and changed. The monuments of the Middle Ages have explained those of the early ages of Greece."

In all the great epics, there is the same mythic grandeur, and the same grotesque simplicity of representation, the same delight in infinite expansion and vastness of form. In the Hindoo, the giant Ravana causes the gods to tremble ; and in the Edda, the powers of evil awaken in the Asi fear lest they themselves may be devoured. And as the wife of Sigfried undergoes the ordeal of fire to prove her chastity, so does the heroic Sita in the Hindoo story.

The old critics laid it down as essential to the epic that there should be an element of the miraculous, the wonderful, the divine. There is a truth at the basis of this, but not in the literal way, generally understood. The epic must be the unfolding of the divine idea, but to perpetuate this in forms that have become obsolete, is to destroy all the force of the poem. Through the hero must speak a universal spirit; he is not merely an individual, acting by passion, caprice and subjective interests, but he is the organ of a divine, objective power.

The epic treats some part of the nation's history as the unfolding of a divine purpose; to accomplish this, gods as well as men must co-operate, and the prosperity of foes, no less than the disasters of friends must all contribute to its fulfillment. Thus is the epic raised into an ideal sphere, and the intervention of divine beings is nothing miraculous but is in accordance with the ground-idea itself. The grand deeds are performed from grand motives, and over all life and its events hovers a spirit of noble striving and of grand self-forgetfulness.

Thus old and yet forever new is this record of human souls. The mystery of life and nature pressed upon all these early seers, as upon each open mind to-day.

The world was to them a magic isle, and all visible nature the outgrowth of invisible powers of good and evil. They heard "aery tongues on sands and shores and desert wildernesses;" they saw "calling shapes and beckoning shadows dire," for they felt the stirrings within of immortal powers, and they saw embodied without an eternal justice and truth.

That criticism which can see only one kind of excellence is narrowing and belittling. In making a study of comparative literature we seek to distinguish different classes, different periods, different works of genius and power, in order to discern something of that unity which is in all the embodiments of man's higher life; to hear something of that spherul music which comes from all whom the divine breath touches; to trace in each great work of literature, as Shelley says of Lear, "an episode in that great poem which all poets, like the co-operating thoughts of one great mind, have built up since the beginning of the world."

PRE-ISLAMIC LITERATURE.

By JOHN G. LANSING, A. B., Cairo, Egypt.

Though the exact date is unknown, the Arabic arose soon after the dispersion at Babel, and was born out of the Syriac and Hebrew. Of its several dialects, that of Himyar and Koreish were the most remarkable, the former bearing a greater affinity to the Syriac, the latter to the original Hebrew. The Koreishite was regarded as the pure or perspicuous Arabic, as being preserved from all vulgarisms and provincialisms, and being the language of state and literature.

For a long period writing was unknown; the preservation of annals and literature being delegated entirely to the retentive faculty. The characters have undergone many changes, the earliest form having been the Himyarite alphabet, called by the Arabs El Musnad, or columnar. It strongly resembles the Ethiopic, which was derived from it. A later invention of the characters was made not many years before Mohammed by Moramer Ebn Morra. The Estrangelo, a Syrian character, became the model on which the Arabic called and identical with the Cufic, was formed. The characters were perfected and beautified some 327 years after Mohammed.

As in the Tales of Chaucer, and in the Homeric epics, we see reflected the bright springtime of English and Hellenic life, so, as we open the volume of Arabic literature, we are at once confronted by the brilliant reflection of a new dawn, dewey, invigorating, inspiring. The development of pre-Islamic literature was pre-eminently poetic; history, oratory and philosophy, being committed to poetry. But the history of poetry in Arabia is a phenomenon more marvelous than any other in the world's literature, because of its prevalence, its perfection, its innate existence and absolute naturalness.

War, hospitality and eloquence formed the triple crown that Arabia claimed for her sons. The product of this combination was a literature of a rich poetic type. Delicate in sensibility, liberal in heart, vehement in thought, feeling and action, poetry arose a natural resultant, and became the true and vivid commentary upon Arabian life and Arabian nature. Poetical modes of conception were natural, the forms of imagery affluent, feeling elevated, and poetry arose the natural medium of expression. The truth of this is a necessary inference from a study of Arabian character. Keen in their faculties of perception, with a

naturally acute and vivid sensibility toward human and external nature. they were qualified for perceiving the beauty and truth of external and internal forms, and for communicating, as well as receiving, pleasures from the objects perceived. This physical perception was, moreover, quickened or tempered in a number of instances, by the purer feelings of a moral nature, as the lives of several of the court poets illustrate. In addition to sensibility, necessary for the perception of facts, came, to a certain degree, reflection, and, to a remarkable degree, memory for the retention of facts, and for the recognition of their resemblances.

In consequence poetic conceptions were natural, vigorous, antithetical, as opposed to a wretched commonalty and morbid vagueness. Poetry was an indigenous growth; the normal product of a virgin soil, brought up, not under human cultivation and inventive skill, but under the dews of heaven, and the breath of earth.

The predominance of the creative over the reflective genius, among the early Arabians, is at once seen in the wealth of its imagery. The workings of the Arabian imagination show not only a supreme energy, but a perfect consistency with the primal functions of the imagination. It suggests or furnishes noble grounds for the noble emotions. And it excites these emotions by incomparable imagery, by the choice and combination of those images which will be adaptive and most effective, and by grasping all the important ideas of the poem, at the same time preserving and modifying the relations of each. The nature, dignity, and power of the Arabian imagination consists in its grasping things by the heart, and representing them to others under the intense workings of the heart.

The mind did not try to grasp relations, absolutely necessary or deeply complicated, and so paralyze and confound all the power of imagination associative in such a matter, but great and simple sentiments came naturally to unite these elevated images, and their measured and natural harmony created a spectacle worthy to fascinate any honest heart by its gravity, sweetness and power. Perhaps our Arabian poets were, in some measure, less refined than the general poet of the west, but they were stronger; they were less calculating, but possessed greater mental energy and action. Their fancies are exhibited not under a mere meteoric display in a moment to be swallowed up in darkness, but under a strong and constant light, which makes the regular folds of their purple and gold undulate. Several European imitators of the eastern poets have arisen, and their productions are not without merit. But the ideas of *Lalla Rookh*, *The Curse of Kehama*, *The Loves of the Angels*, etc., are drawn from the head, not from the heart. So, in this respect, they are little more than decorative machines. The imitation is only literal. The Arab, with equal simplicity and pathos, has a fire, a force

of language and a depth of feeling which Goldsmith, admirable as his verse to the village in El Hegaz is, or any other, can never rival.

There is, again, in the early Arabic poetry, that freshness and individuality of language which are indispensable to poetic power and freedom: — a perfect antipode to the stilted and factitious poetic dialect which characterized so many of the European poets of the last century.

The calculating and more critical modes of existence in the west have rendered much of its poetry artificial and studied. But our Eastern bard expresses literal truth under the intense feeling of love, admiration and chivalry. Poetry was instinctive. Data to be preserved, rules of conformity, every thing was committed to poetic form, in the midst of which we are frequently bewildered by the erotic rhapsodies of bards, as by the converged rays of many suns; by the war song as by the dazzle of unbolted lightnings; by its lyrics of defiance as by the savage diapason of thunders. With such natures, noble thoughts accompanied by noble words, came from the heart. Their princely poetic heritage was, sensibility, community, enthusiasm, passion, hearts of gold.

As soon as the speaker arose to describe or defend, on the one hand the qualities of the object of his love, or on the other the liberty, humanity and justice of his tribe or cause, poetry burst forth spontaneously from his soul, and set her crown upon his brows.

Poetry, thus natural, became the medium of expression. From the abstract facts of history and science, to lofty declamation and persuasive oratory, every thing was chronicled in poetry, and preserved by the memory. It is this preservation of those genealogical and historical facts that give us the tissue of intermediate affairs, which forms such a wonderful phenomenon in the story of Arabia. Here the poetic form, no doubt, aided the retentive faculty. The rhapsodies of the bard were at once caught up by his admiring clan and soon passed into the mouths even of children. In such poetry were preserved the names of the chieftains, feats of bravery, tribal encounters, and the Arabian's glorious liberality.

The Arabians required their children to memorize their poetry, which custom was maintained through the Ommiad, and during the first part of the Abbasside dynasty. Many of these odes became national, and carried with them the testimony not of the tribe only, but of the entire Arab family. The Arabian poets, in which term is, of course, also included their descendants, the Egyptian poets, are divided into four classes according to the times in which they flourished:

1. Those of El Gahелеah, literally times of ignorance, as pre-Islamic times were termed.

2. El Muchadramoon, or those who flourished shortly before, and were also the cotemporaries of Mohammed.

3. Moowalledoon, or those descended of parents one of whom was of a foreign nationality.

4. El Mutaacheroon, or later poets.

Respecting pre-Islamic poets, besides a three-fold classification according to merit, there was also a national division into city poets, and the free poets of the desert, the latter maintaining a superiority over the former.

The appearance of a poet was the occasion of great festivities among the Arabians, because he chronicled their annals and good character, and defended them in his poetry against the calumny of those who sought to defame them through the same medium.

It was their custom at the annual fair held in the market of Occaz, to enter into a poetic contest. In fact, this formed the principal feature in the festivities of the mart, as was also the case with poetry recited or sung according to custom at nearly all the other principal fairs. Here all those who entered the competition exposed and recited their individual productions before men of talent and genius, who judged upon their merits, and the production of the successful competitor was transcribed in golden letters and suspended in a corner of the Caaba at Mecca. For this reason they are called Moallakat, the suspended ones.

A similar custom was observed at times during the second Punic war; while in memory of the battle of Regillus, when all the purpled knight-hood of Rome marched in state from the temple of Mars to the Forum, a poet would be called to aid in the solemnities of the occasion. In the contests of Occaz, Imroo'l Cays was the first to achieve eminence. Six others attained to this honor in the six following contests constituting in all the seven Moallakat. Then Mohammed appeared and poetry fell into disuse, because, says the faithful Mohammedan chronicler, with most extravagant hyperbole, men became dumb before the beauties and methodical treatment of the Koran. The disuse, however, was occasioned by the ignorance of men as to whether the revelation of Mohammed would expunge or recognize the practice of poetry, and again, because the revelation monopolized and concentrated in itself all the attention and intellectual energies of men.

It was during this period of almost entire desuetude in the province of poetry, that much of pre-Islamic song and story became more and more a mere echo in the memory, and then lost. We have the record of an almost incredible number of poets, the annals of reigns revealing a positive bias toward poetic culture, advancement and patronage, but we have only here and there the fragmentary thoughts of princely poet-courts, whose throne and scepter have been swallowed up in a sea of forgetfulness and war, and left us but the floatings of a shattered crown.

Still, we have sufficient evidences to show the purity and natural spon-

taneity of pre-Islamic poetry. It is seen in the perfect immunity from mechanical invention on one hand, and from the paroxysms of a spurious passion on the other, in all those ballads and partial ballads that have come down to us, and especially in the seven famous *Moaallakat*, that *Pleiades* in the heaven of pre-Islamic literature.

Mr. Palgrave, in an essay on the poet *Omar*, published in *Fraser's Magazine*, says: "Poverty of means, isolation of circumstance and insecurity of life, had, during the long ante-Islamic period, cramped the energy, narrowed the ideas and marred the taste of almost all, and, indeed, in some degree, of all, Arab poets." In much of which there is some truth and plausibility. But the criticism, unmodified, is misleading and injudicious. For when we criticise Arabic literature, we must have regard to the times, the culture and genius of the nation, relative advantages, sources from which materials could be drawn and utilized, and the different human types in the midst of which it flourished. Criticising according to such laws, the critic will find much to admire, little to censure.

Pre-Islamic poetry undoubtedly lacks, as does all Arabic poetry, in some degree, poetic judgment and refinement. It is undoubtedly inferior in many respects to that later Arabic literature, which found its culmination in the illustrious reign of Haroun El Raschid and the Abbasside dynasty, which is characterized by a more tempered tone, a more elevated culture and grace, and by the widening and strengthening of its ideas, induced by the introduction of the subjectivity of Sufism. But the warlike spirit of the times, as we shall note hereafter, fostered rather than dwarfed poetic genius and development. Again, any criticism upon pre-Islamic poetry, to be just and philosophic, must be founded upon this knowledge;—the strong presumption, in fact absolute certainty, that writing for a long time was unknown. Again, that many of the poems, as they have been handed down to us, were delivered impromptu, in obedience to the demands of the moment, without any premeditation whatever. So that Mohammed ed Damiri hath truly said: "Wisdom hath alighted upon three things, the brain of the Franks, the hands of the Chinese, and the tongues of the Arabs." And finally, the knowledge that they were entirely destitute of any such thing as poetic science, or articulated system for the government of poetic diction or metre; and yet their poetry is the very perfection of poetic art, as from it exclusively, in after ages, the laws for the government of poetry were deduced. Says Bacon: "Poetry serveth and conferreth to magnanimity, morality, and to delectation." So, in Arabia, as poetry and the poetic sentiment made progress, and gained greater ascendancy, the national mind became elevated, and the national heart ennobled. We find this verified, if we trace the consecutive records and events in

the history of the courts of Hira, Ghassan and others, that produced so many poet princes and princely poets.

We may enumerate three forces that worked together to contribute so much to pre-Islamic poetry :

First. The resources and flexibility of the language. The Arabic language has the most copious vocabulary, is the most extensively used and most perfectly formed, of all the Shemitic languages. It is rich in grammatical forms, and abounding in synonymous terms. This latter quality is nowhere shown to a greater advantage in exemplifying the flexibility of the language, than in the late autobiographical memoirs of Faris e' Shidiak. The language following the mind, and giving birth to its offspring, and free from the lumber of particles, which clogs our modern tongues, leaves a mysterious vagueness between the relation of word to word, which materially assists the sentiment, not the sense, of the poem. When verbs and nouns have each one many different significations, only the radical or general idea suggests itself. Rich and varied synonyms, illustrating the finest shades of meaning, are artfully used ; now scattered to startle us by distinctness, now to form, as it were, a star, about which, dimly seen, satellites revolve. In fact there is, in the Semitic dialect, a copiousness of rhyme, which leaves the poet almost unfettered to choose the appropriate and desired expression, so that the stranger speaking Arabic becomes poetical as naturally as he would be witty in French and philosophic in German.

Its power is again seen in its richness and harmony, and in its abundance of rythmical words. in so much so that it was always a positive requirement in the composition of Arabic poetry that in whatever word the first line terminates, all the following lines must terminate in a word rhyming with it. In fact, the Arabic is a language in which, as in the Italian, it is almost impossible not to rhyme.

Again, the language was employed with greater integrity and purity during pre-Islamic times, and the first dawn of Mohammedanism. The formation of sentences was simple, but syntactical. They were guilty of no gross solecisms, but were extremely natural and plain, yet richly imaginative, while those of later date are more artificial and ornate.

The language was terse and vigorous, the style sententious. But literature, as restored under the Abbasside dynasty, partook more of the nature of scientific prose, and became somewhat degenerated in point of flexibility by the employment of circumlocutions instead of idiomatic formations. The Arab poet draws the grand outline and gives the master touches powerfully standing out, leaving the reader to supply the sentiment which the scene is intended to express, while Europeans, by stippling and minute touches, produce a miniature on a grand scale

so objective as to exhaust rather than to arouse reflection. As the poet is a creator, the Arab's is poetry, the European's, versical description.

The second force that contributed to pre-Islamic poetry was the character of the people. Besides the mental characteristics already partially mentioned, their physical structure also contributed to the development of poetic taste and a poetic literature. Careful and extensive anatomical research into the physical constitution of the Arabians, shows them to possess above all other human types the pattern bodily fabric and the most perfect development in the organic structures subservient to the mental faculties. They are regarded by some as affording the prototype, the primitive and standard model of the human species. Their organs of sense are exquisitely acute, their physical structure throughout more perfect than any European type, and their intelligence proportionate to their physical perfection. The result of this constitutional perfection and force was a positive contribution to the fund of mental energy.

Again, the insular position of the country, preventing degeneracy by commerce or conquest, in the language, and the mode of life to which the Arabians as a nation adhered as being capable of receiving impressions that knew no variation for centuries, served to preserve the integrity of the language at a time when a national literature had not yet reached its full stature and power. The incidents of life on the peninsula still granted valor, love, liberality and satire to engross the acute sensibilities of the chivalrous Bedowin, so that when Mohammed, in the name and by the sword of Islam, called the Arabs into action and collision with foreign nations, the language had received all the development which it could obtain from the creative and refining impulses of poetry and eloquence.

The third force that entered as a contributive element was the character of the times. The times were turbulent. The people, by nature, were enthusiastic, vehement, warlike. This belligerent character of the times, and temperament of the people, found its expression in poetry. The national spirit of war quickened the sensibility, fired the enthusiasm to long declamation in the defense of justice, and revenge of injustice; it lashed the imagination till the feelings of speaker and hearer arose imperious in anticipative triumph, or were scourged into a foam of anger at the idea of injustice.

The finest and most original works of imagination have been produced in times of political convulsion, and in a rude state of society. Thus the *Iliad*, the *Odyssey*, the *Divine Comedy*, appeared in dark and partially civilized times. Religious enthusiasm, chivalrous love and honor, and liberty, are the three mighty principles that sway the masses of men. Sometimes they act singly, and sometimes in amalgamation; at

all times are they singularly adapted to call forth extraordinary mental energies, and powerful intellects. So Shakspeare, in no insignificant measure, was produced by the reformation, Wordsworth by the French revolution, the plebeian poets by the Licinian contests, and Dante by that memorable conflict which Emperor Frederic the Second had maintained against the church.

Thus Arabia, embroiled by intestine wars and tribal encounters, directly produced through these many heroic poets. An illustration in proof is the war of Dahis, famous in Arabian history and poetry, and illustrative of the pride of Arab chivalry. Many famous poets appeared during this war, celebrated among whom are Nabegha and Labid, the satirist; and, eclipsing all, the poet warrior Antara, author of one of the Moaallakat, whose feats have been transmitted to modern times in the apocryphal but engaging "*Romance of Antar*."

All Arabian poems show a similarity in treatment. They open, almost invariably, in praising the beauties and qualities of the object of their love; almost always a female, though sometimes a male friend; their intense passion for, and intense suffering during the absence of such an one. Sometimes the poem opens in describing the ruins of the house of a friend, as in the great Arabian poem of Job; and then passes on to praise their fearlessness and courage in war, their earnest desire to render hospitality, the description of their horse or dromedary, or at times some phenomenon in nature; and again, often times moralizing in rich and truthful suggestiveness upon the vanities or responsibilities of man's fugitive life.

Imroo 'l Cays, author of the first Moaallaka, suspended in the Kaaba, was an Arabian chief of princely accomplishments, both in poetry and warlike valor. His poem, ranked by many as first in excellence among the Moaallakat, contains many touching and beautiful allusions to his own checkered and melancholy career. He is mentioned by the Grecian writers Bocopius and Nonnosul, who make mention of an embassy sent by Justinian to reinstate Cays in command of the Kindinian and Maaddinian tribes, the power of which, representing the Himyar dynasty in Central Arabia, had been wasted by faction, and the relentless enemy of Mundzir III; and also to aid him with forces against the Persian vassal, the Prince of Hira.

Meeting with but little success, he sought for succour at the court of Constantinople, but died on his way back, 540 A. D. The Moaallaka of Cays contains seventy couplets. He says of his cousin, with whom he was enamored:

"Before thy face all illumined darkness fleeth away,
As the beacons of monks with mountain darkneses play."

In a night of mental suffering he cries :

“ How immeasurable art thou O! night, thy stars
Seemed chained to the solid and eternal hills.”

His ready poetic genius shows itself in an interview with a friend, who propounded him several enigmas in poetry, Cays making immediate answer in rhythm to the question.

Turafa Ebn el Abd, author of the second Moaallaka, flourished in the reign of King Omar Ebn Hind, and died about seventy years before the appearance of Islamism. Many of his sayings have become proverbial, through the justness and universality of their application:

“ Nor will I plagiarize and thus usurp another poet's throne.

Without it rich am I, and not ignoble they who pilfer beauties others wrought.
For the best couplet which thy mind can say or pen,

Is that of which it shall be said, it breathes creative truth and thought.”

El Harith, author of the third Moaallaka was a leper, and delivered his prize poem extempore, while in the presence of King Omar Ibn Hind. The cause of it was a discussion between the tribes of Beker and Tuglib, the two sons of Waeel.

Lubade, author of the fourth Moaallaka, lived in the first stages of Mohammedanism, to which he became convert, and died, it is said, at the advanced age of 140 years. He was distinguished for his eloquence among his people, and is said to have been one of the compilers of the Koran. His monodies on life and love are touchingly sad, yet sweet. Nothing can be more tender, more pathetic, than the use made of lovers' separations and long absences, by the old Arab poets. Whoever reads the Moaallaka of Lubade will find thoughts at once so plaintive and so noble, that even Dr. Carlyle's learned verse cannot wholly efface them.

Indeed many Arabian episodes deserve equally as high a tribute as that which Goethe paid to the Sukuntala in the great Indian epic of Vyasa.

Zoheir, author of the fifth Moaallaka, wrote more extensively than the others, on what may be termed ethics. His poems were termed periodical, for, contrary to the general rule, he usually occupied a year in composing, revising and subjecting them to criticism. He says:

“ Who shows not deference to the opinions of others,
Shall be ground by the teeth, and by the hoofs shall be trod.
The defender of honor himself shall be honored,
But he who blasphemes shall be cursed by his God.

Omar Ibn Calthoum, author of the sixth Moaallaka, was the chief of the tribe of Tugleb, between which and that of Beker a bitter enmity had existed, known in Arab history as the famous war of Basus. The affair being submitted to the judgment of Omar, son of Mundzir, a treaty of peace was concluded. In the council of peace, Omar Ibn Calthoum arose and delivered a poem, his Moaallaka, extempore, which

in boasting strain resembles Abd el Mutaleb, Mohammed's uncle, when he says :

" Passion mounts in our hearts for glory's award.

And our souls' chief amusement is the play of the sword."

The seventh Moaallaka, by Antara, is the purest in diction and the most finished and elegant of any of the preceding prize poems. He was Arabia's poet-hero. " Mercy, my lord," says he, " is the noblest quality of the noble." His heart expands with the thoughts of Ibla's faith, purity and affection, and it is her moral as well as her material existence that makes her the hero's hope, hearing and sight. In brief, we see in Antar

" A love exalted high,
By all the glow of chivalry."

Many other poets appeared, the productions of quite a number of whom will stand favorable comparison with the prize poems.

Adi, a renowned city poet, was patronized by Norman V Ibn Cabua, of the Lakhimite dynasty, in whose reign he flourished. His life illustrates the history of Hira. In 575, A. D., he was dignified by the court of Persia with the office of Arabic secretary to the monarch El Nabegha. Adi, in the latter part of his life, appeared as a poet of great eminence. In the midst of perplexity and grief he cries out :

" Leave me, O Ommaya, to my weary cares
To-night, with mountain burdens and standing stars."

The poet Ommaya Ibn Abi Sult appeared one day in the council chamber, while in the hands of one of the members were golden plates, upon which were red and white roses. On his entrance, Ommaya was asked to describe them. He did so at once in the following beautifully suggestive and complimentary couplet :

" The perfume of the roses is but the perfume of thine excellence,
Here the shed blood of thine enemies meets the white purity of thy beneficence."

Arabic poetry, more particularly in its first dawn, was pre-eminently objective. The Arab muse loved martial movement, active passion, freedom from introspectiveness, the boast of personal and tribal power and heraldry. But later, when the spirit of monasticism, which originally had its seat in India and upper Asia, had penetrated into Arabia, and the Arabians had come in contact with Indian, Greek and Persian literature, they devoted more time to study and meditation, and thus originated Mohammedan asceticism in the African continent. It was at this point that the subjective element, the pre-eminent character of Sufiism first entered and began to develop itself in the Arabic literature.

A remarkable rhetorical peculiarity employed throughout the whole range of Arabic poetry, and which, not understood, is quite offensive to

our western ideas of taste and fastidiousness, is the employment of unrestricted erotic and bacchanalian language. But it is employed by our oriental scholar — especially noticeable in *Antar* — in treating of the deep experiences and sacred functions of piety and benevolence. Another characteristic which so pains the European taste is the excessive indulgence in personal boasting. But censurable as this would be in western literature, it was not so with the Arabians where there existed a perfect community of feeling. The poet was the oracle of his tribe, whose words, in their martial tread and ring, remind us of the war lyrics of Macaulay.

Philosophic thought or literature developed at first very slowly, and in its development has always been pantheistic. So our Arab poet says of the valley of Akik :

“O my friend, this is Akik, then stand by it,
Endeavoring to be distracted by love if not a lover.”

The esoteric meaning of which is — Man, this is a lovely portion of God's creation, then love it, and so love, or learn to love the perfections of thy Supreme Friend. This pantheism of the Arabians may afford the explanation how they have found such congenial friends among the Germans and many of the English, and such foes in the first Reformers and Byzantine critics. Still there are powers of penetrative reasoning, of subtle logic, that, only developed, would make no insignificant warfare against the more gauntleted powers of the west.

The purity and mental freedom of Arabian poetry suffered irreparable loss when the destinies of the Arabians were swallowed up in the destiny of the Mohammedan empire.

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ERRATA.

Page xiii, tenth line from bottom of page, for "Gen. Whitmore" read *Gen. Wetmore*.

Page 744, first line, omit comma after "HARRISON."

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